DOCUMENT RESUME

ED 066 106 HE 003 254

TITLE	Academic Master Planning in the California State University and Colleges 1972-73 through 1976-77.
INSTITUTION	California State Colleges, Los Angeles. Div. of Academic Planning.
PUB DATE	May 72
NOTE	224p.
AVAILABLE FROM	Office of the Chancellor, The California State University and Colleges, 5670 Wilshire Blvd., Los Angeles, California 90036 ($2.50)
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	*Curriculum Development; *Educational Development; *Educational Planning; Educational Research; *Higher Education; Institutional Research; *Statewide Planning

ABSTRACT

The California State University and Colleges have devised a system of academic Master Planning that allows them to design curricular models for the future while at the same time evaluating their present curricular offerings. It provides for a continual curricular evaluation cycle for each campus within the system. The materials contained in this document comprise important elements in the Academic Master Planning process, but represent only a portion of the data and information involved in curricular planning. Section 1 contains the Academic Master Plan for each campus and includes a campus profile, i.e., a brief outline of information relative to the individual college and its planning. Section 2 correlates this information in a systemwide format, presents all existing and projected programs by subject area, as well as systemwide summaries of information in the campus profiles. Section 3 provides an overview of the many elements involved in planning and review and notes recent developments relative to these functions. Finally, Section 4 contains information on the increasingly important role of the California State University and Colleges in the area of continuing education. (HS)

ED 066106

ACADEMIC MASTER PLANNING IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

1972-73 through 1976-77

May 1972

HE 003 254

OFFICE OF THE CHANCELLOR

DIVISION OF ACADEMIC PLANNING

FILMED FROM BEST AVAILABLE COPY

$2.50

A limited number of copies of this document is available for purchase from the Office of the Chancellor, The California State University and Colleges, for $ 2.50 per copy. Checks or money orders should be made payable to The State of California. Add 5% sales tax for California addresses. In addition, ERIC compatible microfiche copies are available on some reports published after January 1, 1972.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

	CHRONOLOGICAL ORDER AND NAME OF COLLEGE	*DATE ESTABLISHED*
1.	SAN JOSE STATE COLLEGE	1857
2.	CHICO STATE COLLEGE	1887
3.	SAN DIEGO STATE COLLEGE	1897
4.	SAN FRANCISCO STATE COLLEGE	1899
5.	CALIFORNIA STATE POLYTECHNIC COLLEGE, SAN LUIS OBISPO	1901
6.	FRESNO STATE COLLEGE	1911
7.	HUMBOLDT STATE COLLEGE	1913
8.	CALIFORNIA STATE POLYTECHNIC COLLEGE, KELLOGG-VOORHIS	1938
9.	CALIFORNIA STATE COLLEGE, LOS ANGELES	1947
10.	SACRAMENTO STATE COLLEGE	1947
11.	CALIFORNIA STATE COLLEGE, LONG BEACH	1949
12.	CALIFORNIA STATE COLLEGE, FULLERTON	1957
13.	CALIFORNIA STATE COLLEGE, HAYWARD	1957
14.	STANISLAUS STATE COLLEGE	1957
15.	SAN FERNANDO VALLEY STATE COLLEGE	1958
16.	SONOMA STATE COLLEGE	1960
17.	CALIFORNIA STATE COLLEGE, SAN BERNARDINO	1960
18.	CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS	1960
19.	CALIFORNIA STATE COLLEGE, BAKERSFIELD	1965

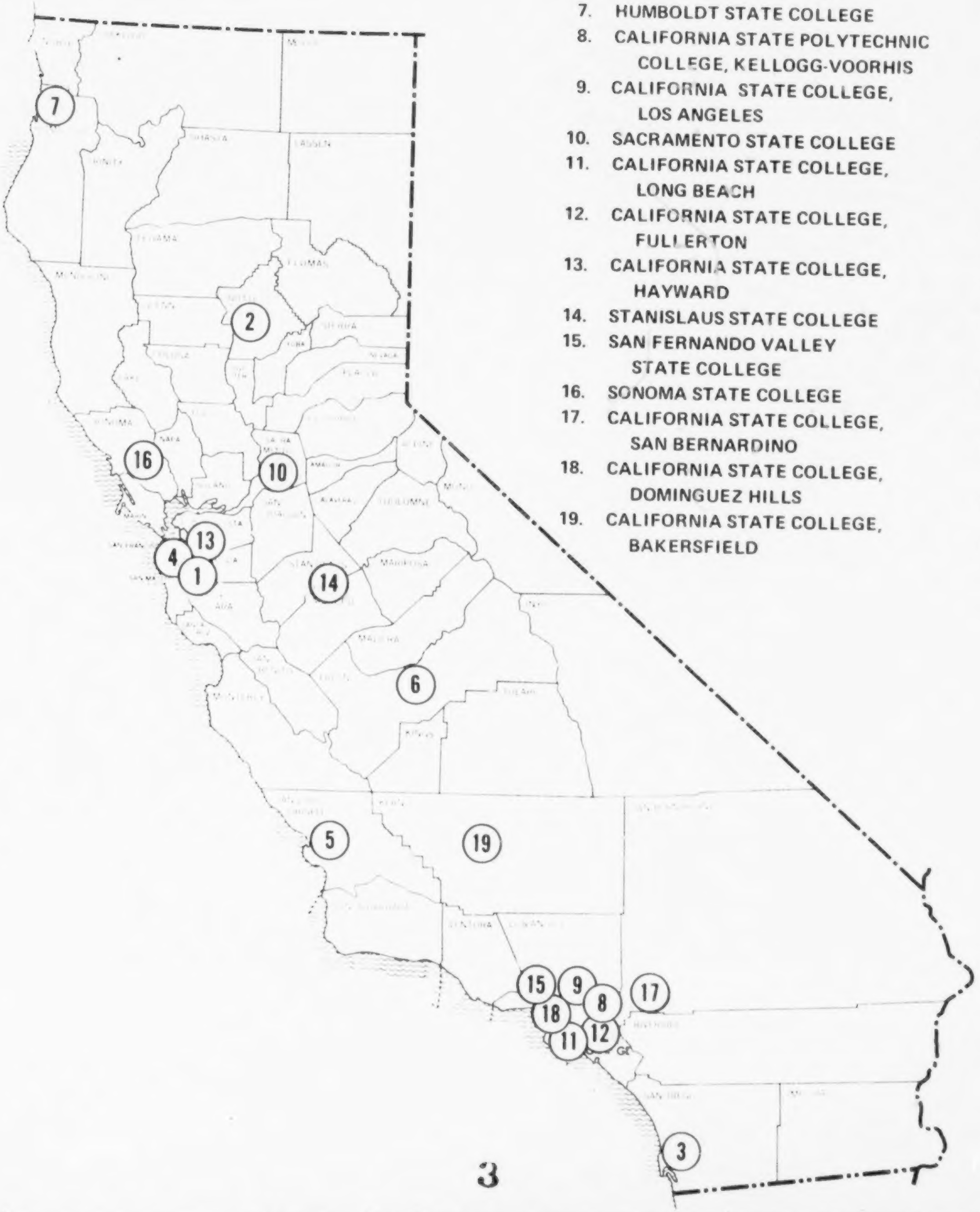


TABLE OF CONTENTS

Academic Master Planning in The California State University and Colleges . . . iv

Part I: The Academic Master Plans . . . 3

Plans and Profiles for The California State University and Colleges:

Bakersfield . . . 4
Chico . . . 6
Dominguez Hills . . . 9
Fresno . . . 12
Fullerton . . . 16
Hayward . . . 19
Humboldt . . . 22
Long Beach . . . 25
Los Angeles . . . 29
Pomona . . . 34
Sacramento . . . 37
San Bernardino . . . 40
San Diego . . . 42
Imperial Valley Campus . . . 45
San Fernando Valley . . . 48
San Francisco . . . 52
San Jose . . . 57
San Luis Obispo . . . 62
Sonoma . . . 65
Stanislaus . . . 67
International Programs . . . 69

Part II: Systemwide Degree Program Summary . . . 73

Agriculture and Natural Resources . . . 74
Architecture and Environmental Design . . . 76
Area Studies . . . 77
Biological Sciences . . . 78
Business and Management . . . 79
Communications . . . 80
Computer and Information Sciences . . . 81
Education . . . 82
Engineering . . . 83
Fine and Applied Arts . . . 86
Foreign Languages . . . 87
Health Professions . . . 88
Home Economics . . . 89
Letters . . . 90
Library Science . . . 91
Mathematics . . . 92
Physical Sciences . . . 93
Psychology . . . 94
Public Affairs and Services . . . 95
Social Sciences . . . 96
Interdisciplinary Studies . . . 98

TABLE OF CONTENTS (Continued)

Systemwide Profile 99

- Accredited Subject Areas in The California State University and Colleges 100
- Accredited and Non-Accredited Standard Credential Programs in The California State University and Colleges 103
- Reported and Projected Full-Time Equivalent Enrollments: 1964-65 Through 1980-81 106
- Undergraduate Degrees Granted, by College, 1956-57 Through 1970-71 107
- Graduate Degrees Granted, by College, 1956-57 Through 1970-71 108
- Bachelor's and Master's Degrees Granted, by Field of Study, 1970-71 109
- Existing and Projected Degree Programs and Terminologies in The California State University and Colleges 112

Part III: Program Planning and Review 115

- Current Issues in Curricular Planning 115
- Broadening and Accelerating the Educational Process 121
- Performance Review of Existing Programs 124
- Data Bases for Planning and Review 129
- Planning Activities Supportive of Curricular Development 130
- Actual and Projected Distribution of Full-Time Equivalent Students, by Discipline 132
  - Bakersfield 133
  - Chico 135
  - Dominguez Hills 138
  - Fresno 139
  - Fullerton 142
  - Hayward 144
  - Humboldt 146
  - Long Beach 148
  - Los Angeles 151
  - Pomona 153
  - Sacramento 156
  - San Bernardino 158
  - San Diego 159
  - San Fernando Valley 161
  - San Francisco 163
  - San Jose 165
  - San Luis Obispo 168
  - Sonoma 171
  - Stanislaus 173

TABLE OF CONTENTS (Continued)

Part IV: Continuing Education in The California State University and Colleges 177

- The Development of Extension Programs 177
- External Degree Programs 178
- The Role of Summer Session 180
- Community Services 180
- Community Development Training 184
- Kellogg-West Continuing Education Center 184
- Continuing Education Revenue Funds 186
- Extension Service Areas and Populations 186

Part V: Appendices

- Appendix A: Procedure for Securing Approval of New Options, Concentrations, Special Emphases, Minors 191
- Appendix B: Procedure for Submitting Degree Proposals 192
- Appendix C: Organization and Procedures for the Joint Doctoral Program 196
- Appendix D: Coordinating Council for Higher Education: The Council's Role in the Review of Academic Plans and Programs 201
- Appendix E: The California State University and Colleges List of Core Programs 205
- Appendix F: Academic Organization of The California State University and Colleges 209
- Appendix G: The California State University and Colleges Index of HEGIS Codes for Disciplines, Majors and Minors, Including Fifth Digit Assignment 213

ACADEMIC MASTER PLANNING IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

The *Master Curricular Plan for the California State Colleges,* adopted by the Board of Trustees in 1963, sought to define the scope of instruction appropriate for the State Colleges, and to anticipate the directions and the extent of curricular development. It was based on two premises: (1) that the liberal arts and sciences should be given high priority as the curricular foundation at all of the colleges, and (2) that high-cost special emphasis programs should be allocated in the light of statewide needs and priorities: "all colleges cannot be all things to all people."

The *Master Curricular Plan* specified that bachelor's degree programs in "the broad foundation studies for all the colleges . . . as well as interdisciplinary and related studies growing out of them" could be established upon approval by the Office of the Chancellor. The areas of instruction so identified by the Trustees were the humanities, the natural sciences and mathematics, the social sciences, teacher education and business administration. The Trustees retained jurisdiction over bachelor's degree proposals in disciplines other than those listed and over all master's degree proposals. Adoption of the Academic Master Plan approach to curricular change has modified that procedure. Upon Board approval of the tentative schedule for curricular development of each college, the Chancellor is delegated authority to review and approve specific programs included in the plan. This policy is spelled out in an amendment to the standing orders adopted by the Board on June 3, 1965:

> The Chancellor may approve the establishment of new academic programs for individual colleges when such programs have been authorized by an academic master plan previously adopted for that college, or by the Master Curricular Plan for the California State Colleges. All such programs shall be consistent with such approved academic master plans or Master Curricular Plan and with the other policies of the Board of Trustees. The Chancellor shall report all programs so approved to the Board of Trustees at its regular meeting next following the action. (Chapter III, Section 3, "Standing Orders of the Board of Trustees.")

Thus, academic master plans serve as frameworks within which new degree programs may, subject to certain criteria and determinations, be authorized by the Office of the Chancellor. The plans consist of projections of new degree programs arranged by years according to their earliest anticipated introduction, on the basis of consultation between faculty and administration on the respective campus and further consultation and review with the Academic Planning staff in the Chancellor's Office.

After the adoption of the *Master Curricular Plan* by the Board of Trustees in March 1963, each college was asked to develop its own Academic Master Plan to cover a period of five years. On June 3, 1964, the Board adopted the first five-year master plan for an individual college. Although the Board had approved an educational program for California State College, San Bernardino, in January 1964, the action in June approving the plan for California State College, Fullerton, was the first specific acceptance by the Board of the academic master plan approach to curricular development. Between January 1964 and June 1966, the Board approved plans for all 18 State Colleges.

In approving the Academic Master Plans, the Trustees have adopted only the charts – supporting information has not been officially adopted. Each chart includes existing and projected degree programs. The approving resolution provides for annual review and revision of the Academic Master Plan, subject to the approval of the Board, to ensure regular updating in accordance with changing conditions and needs. While recognizing need as a major criterion in judging whether a particular curriculum should or should not be offered at a college, the Trustees have specified that approval of a degree program is "subject to the Chancellor's determination that financial support, qualified faculty, physical facilities, and library holdings sufficient to establish and maintain the program will be available."

The first phase of Academic Master Planning in The California State University and Colleges was completed with the presentation to the Board in July 1966 of the summary report on *Academic Master Planning: Phase I,* which brought together in standardized form the 18 Academic Master Plans discussed and approved by the Board during the two and a half years from January 1964 to June 1966. It also presented additional information relevant to the performance and growth of the several colleges. Since that time, five sets of updated and revised Academic Master Plans have been approved by the Board of Trustees and incorporated subsequently into Academic Master Planning

7

summary reports. The experience base thus gained has resulted in qualitative strengthening of the plans, enabling the colleges and the Chancellor's Office to assess on the basis of past performance which tentative projections represent sound and realistic curricular planning. The availability of increasingly sophisticated data has also aided in more realistic planning; the expansion of the data base and new program cost accounting procedures are providing an even broader base for decisions involving curricular planning.

The chief gains of academic master planning are twofold: first, each college examines its curriculum comprehensively and determines a reasoned order of curricular development, and secondly, the Trustees – with both the planning and the implementation of degrees adequately safeguarded – can free themselves from the task of seeking to analyze and justify the details of separate degree proposals. There are additional benefits which may be expected to result from an approved academic master plan: facilities planning can be more closely correlated with curricular planning; students can be more realistically counseled with regard to the availability of undergraduate and graduate degree programs; faculty recruitment can be aided by and related to projected degree programs; and library development can be planned with reference to anticipated instructional needs. In systemwide terms, master planning allows for coordination of curricular growth among the 19 campuses – particularly in specialized subject areas. In the preliminary stages of master plan review, systemwide experience is used in evaluating the revisions of each academic master plan, with particular attention to systemwide low-enrollment areas, terminology consistency and/or proliferation, and geographical distribution.

The master planning process – a continual curricular evaluation cycle for each campus – also provides a logical vehicle for the review and assessment of existing programs. Many projections on the Academic Master Plans in fact represent a reorganization of existing curricula rather than entirely new programs. The Academic Master Planning review process has served to identify for examination existing degree programs marked either by consistently low enrollments and degree production, or by substantial overlap with other existing or projected programs. While the review of existing programs has long been a concommitant to Academic Master Planning, program performance review was officially made a part of the Academic Master Planning process by a Board of Trustees resolution adopted July 14, 1971, which stated:

> **RESOLVED,** By the Board of Trustees of the California State Colleges, that the steps taken by the Chancellor to establish performance review procedures for all existing undergraduate and graduate degree major programs, campus by campus and systemwide, are endorsed; and be it further
>
> **RESOLVED,** That the results of the current review of low-degree-production programs shall be presented to the Board of Trustees in November at the time of its next consideration of the revised Academic Master Plans, that recommendations shall be made as to discontinuance of eligible programs, and shall be part of such Academic Master Plan presentations annually thereafter.

Program performance review and its implications for Academic Master Planning are discussed in detail in Section III of this summary report.

Curricular planning in The California State University and Colleges is not confined to systemwide considerations. The Coordinating Council for Higher Education is charged with the responsibility to develop plans for the orderly growth of all public higher education in California. Its "Roles in the Review of Academic Plans and Programs," adopted March 2, 1971 (Appendix D), directs the California segments of higher education to submit each year to the Council an updated five-year Academic Master Plan. It also calls for segmental staff to develop a list of "core programs," defined as "those academic programs at each campus or college which segmental and Council staff agree in advance do not require review by the Council prior to their establishment." The tentative list of core programs for The California State University and Colleges (Appendix E) corresponds substantially to the list developed for the University of California.

The Coordinating Council frequently conducts statewide studies in selected curricular areas which have resulted in recommendations regarding curricular development in all segments of California public higher education. Among these are *A Study of Engineering Education in California* (1968); *California Education in Environmental Design and Urban Studies* (1969); *Education in Criminal Justice* (1970); and most recently, *Agricultural Programs in California*

Public Higher Education (1971). Academic Master Plan projections in these areas reflect specific recommendations of the studies.

The Coordinating Council has also conducted studies of a more general nature, affecting curriculum development in a broader sense. House Resolution No. 376 – adopted by the California Legislature on July 9, 1968 – instructed the Coordinating Council to undertake a study of highly expensive, specialized, limited-use academic programs and facilities, with the objective of concentrating such programs and facilities at strategic locations in the State. This resulted in a preliminary *Survey of Educational Offerings and Academic Plans with a Consideration of Higher Cost Programs,* which was approved by the Council in June 1969; its findings had a significant impact on subsequent Academic Master Plans, particularly with regard to projected degrees at the graduate level. The final report, *Higher Cost Programs in Public Higher Education,* was approved by the Council in March 1971 and expands upon the findings of the original study. One of the recommendations of that report led to the development of segmental measures of program productivity, which were presented to the Council in February 1972 and appear in Section III of this report. Recommendations of another Council study, *Guidelines for Increasing Efficiency in Graduate Education* (March 1971), have been under discussion within The California State University and College system during the past year and will have a significant impact on the total graduate program.

The Division of Academic Planning in the Chancellor's Office has likewise conducted numerous studies of curricular programs in order to ensure the orderly systemwide growth of individual subject areas. A systemwide study entitled *Industrial Arts/Industrial Technology* (1970) defines goals and limits for that subject area, and a study of the Performing Arts is nearing completion.

There are, then, many factors involved in the formulation and review of the Academic Master Plans. During the last master planning cycle, the plans as submitted by the colleges were reviewed by the Chancellor's Office using systemwide and statewide criteria. By the time the plans were presented for Trustee approval, discussions with the colleges had resulted in the elimination of 78 projections. The approval of a projection on the Academic Master Plan, however, is only the first part of a dual review process. Prior to the implementation date noted on the Academic Master Plan, detailed proposals are submitted to the Chancellor's Office for formal review and approval, in accordance with the procedures shown in Appendix B. Each projection thus undergoes two levels of review. The first occurs during the master planning process, and concentrates on systemwide timing and placement, experience with the program at other campuses, and relation to the college's existing and projected curriculum as a whole. The second step, when the college requests approval for implementation of a specific program, consists of a detailed review of the proposed program itself, with particular attention to need for the new degree and to resources available and required. Proposals are also reviewed for compliance with *Title 5* regulations and, when applicable, compliance with accreditation standards.

New options concentrations, special emphases and minors are likewise subject to Chancellor's Office review and approval, in accordance with the "Procedure for Securing Approval of New Options, Concentrations, Special Emphases and Minors" (Appendix A). The introduction of new courses, however, does not require Chancellor's Office approval.

The materials which follow comprise important elements in the Academic Master Planning process, but represent only a portion of the data and information involved in curricular planning. Section I contains the Academic Master Plan for each campus, as approved by the Board of Trustees in November 1971, and includes for the first time a "campus profile," i.e., a brief outline of information relative to the individual college and its planning. Section II correlates this information in a systemwide format, presenting all existing and projected programs by subject area, as well as systemwide summaries of information in the campus profiles, including accredited subject areas and accredited and non-accredited standard credential programs. Section III provides an overview of the many elements involved in planning and review, noting recent developments relative to these important functions. Finally, Section IV contains information on an increasingly important role of The California State University and Colleges in the area of Continuing Education.

An optimistic view of the future of The California State Colleges reveals a maturing system of higher education in which central controls and decisions are devoted solely to broad policy issues affecting the system as a whole. Policy will provide uniformity where essential, diversity and individuality where essential. Each college, under the leadership of its president and faculty, will seek unique characteristics while trying to raise its general level of quality. Each institution will serve both the state and its nearby region, with demands of each receiving appropriate attention.

Willard Spalding
"Mandate for Change"
An Invisible Giant
Donald R. Gerth, James O. Haehn, editors
Jossey-Bass, 1971

Part One:

The Academic Master Plans

THE ACADEMIC MASTER PLANS FOR THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Academic Master Plans, i.e., five-year projections of new degree curricula, are mandated by the Western Association of Schools and Colleges, the accrediting agency for the California State Colleges, and by the Coordinating Council for Higher Education. The following charts, covering the years 1972-77, largely reendorse the 1971-76 plans previously approved by the Board of Trustees, with appropriate updating to include the 1976-77 academic year.

The revised charts were approved by the Trustees on November 23, 1971 with the adoption of the following resolution:

> **RESOLVED,** By the Board of Trustees of the California State Colleges, that the amended Academic Master Plans for the California State Colleges, covering the years 1972-73 through 1976-77, be approved and accepted as the basis for campus master planning, and that the Campus Master Plans be reviewed in this light; and be it further
>
> **RESOLVED,** That only those degree programs and International Programs included in these Academic Master Plans are authorized for implementation, at approximately the dates indicated, subject in each instance to the Chancellor's determination of need and feasibility, and provided that financial support, qualified faculty, physical facilities, and library holdings sufficient to establish and maintain the programs will be available; and be it further
>
> **RESOLVED,** That these Academic Master Plans be reviewed and revised annually, with particular attention to a realistic and balanced distribution of projections over the five-year period, subject to the approval each year of the Board of Trustees, and that the Colleges review their existing and projected programs in line with the declared policy of the Board to encourage broadly based degrees of high academic quality and to avoid unnecessary proliferation of degrees and terminologies; and be it further
>
> **RESOLVED,** That the authorizations and limitations herein set forth shall be communicated by the presidents of the respective Colleges to the administrations, faculties and students concerned; and be it further
>
> **RESOLVED,** That enabling language be prepared, in the form of a *Title 5* provision, to authorize development of joint or cooperative degree programs among the California State Colleges, subject to Academic Master Planning procedures.

Since that presentation, it has become clear that many of the 1972-73 projections at both the undergraduate and graduate level will not be implemented in the year projected. While a number of the programs are footnoted as having been formally approved for 1972-73, the colleges have in many cases decided not to initiate the approved degree programs until support in terms of faculty and resources is available. In instances where Trustee recommendations on projected programs are deferred pending completion of special studies by the Chancellor's Office – namely in the Performing Arts – the proposed degree programs are footnoted. Proposals subject to Coordinating Council review or to a further determination of need and feasibility are likewise footnoted.

The charts have been standardized so as to classify all existing and projected degree programs according to general subject areas; this arrangement does not reflect the academic-administrative organization of the various campuses, which is outlined separately. Degree curricula are arranged in the following sequence of 21 subject areas: Agriculture and Natural Resources; Architecture and Environmental Design; Area Studies; Biological Sciences; Business and Management; Communications; Computer and Information Sciences; Education; Engineering; Fine and Applied Arts; Foreign Languages; Health Professions; Home Economics; Letters; Library Science; Mathematics; Physical Science; Psychology; Public Affairs and Services; Social Sciences; and Interdisciplinary Studies.

Because long-range curricular planning must take into account so many factors – including the size of a college and its projected growth – a special "college profile" appears following the Academic Master Plan of each college. In additon to including statistical indicators of past and projected growth in terms of enrollments and degrees awarded, the profile expands on the information shown in the Academic Master Plan charts by including a list of existing credential programs and other information relevant to planning.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, BAKERSFIELD

		Proposed Degree Programs Degrees to be awarded not earlier than:				
Degree Terminologies	Existing Programs	1972-73	1973-74	1974-75	1975-76	1976-77
Biology	BS+				MS	
Business Administration	BS		MBA			
Education	MA+					
Physical Education				BA		
Art				BA		
Fine Arts	BA				MA	
Music				BA		
Speech and Drama					BA	
French				BA		
German					BA	
Spanish	BA					MA
Health Science				BS		
Nursing			BS			MS
English	BA		MA			
Philosophy	BA+					
Mathematics	BS				MS	
Chemistry	BS+					
Earth Sciences	BS					
Physical Sciences						MS
Physics			BS			
Behavioral Sciences			MA			
Psychology	BA					
Public Administration					BS	
Anthropology	BA+					
Economics	BA					
History	BA		MA			
Political Science	BA					
Sociology	BA					
Special Major	BA					

+ Degree program has been approved by the Chancellor's Office for 1972-73.

CALIFORNIA STATE COLLEGE, BAKERSFIELD
ESTABLISHED 1965

PROFILE

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division			265		1,300	
percent				31%		33%
Upper Division	238		573		2,420	
percent		100%		67%		62%
Graduate			14		180	
percent				2%		5%
TOTAL	238		852		3,900	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	–	96	96
Master's	–	–	–
TOTAL	–	96	96

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	12	10	0	4
Master's	0	10	0	1
TOTAL	12	20	0	5

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

CHICO STATE COLLEGE

		Proposed Degree Programs Degrees to be awarded not earlier than:				
Degree Terminologies	Existing Programs	1972-73	1973-74	1974-75	1975-76	1976-77
Agriculture	BA-MS*					
American Studies	BA		MA			
Latin American Studies	BA					
Biological Sciences	BA-MA					
Botany	MA	PhD**				
Microbiology	BA			MA		
Business Administration	BS-MBA					
Business Education	BA-MA					
Mass Communications	BA				MA	
Computer Science	BS-MS					
Child Development	BA					
Education	MA					
Industrial Arts	BA-MA					
Industrial Technology	BS					
Physical Education	BA-MA					
Vocational Education	BVEd					
Civil Engineering	BS				MS	
Electrical Engineering	BS					
Mechanical Engineering	BS					
Art	BA-MA		1			1
Drama	BA-MA					
Fine Arts	BA					
Music	BA-MA	2				
French	BA					
German	BA					
Spanish	BA					

Note: Italicized programs are nationally accredited subject areas.

* The ongoing status of the MS in Agriculture will be subject to annual review of the program.

** The proposal for a joint doctoral degree in Botany between Chico State College and the University of California, Davis, was approved by the Joint Graduate Board on July 17, 1970.

[1] The college has indicated a desire to offer the BFA and the MFA in Art. Recommendations on these programs are deferred pending completion of a special study by the Chancellor's Office.

[2] The college has indicated a desire to offer the BM. Recommendations on this program are deferred pending completion of a special study by the Chancellor's Office.

ACADEMIC MASTER PLAN: 1972-1977

CHICO STATE COLLEGE (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Health Science	BS				MS	
Nursing	BS-MS					
Speech Pathology and Audiology		BA		MA		
Home Economics	BS		MS			
Comparative Literature						BA
English	BA-MA					
Humanities	BA		MA			
Philosophy	BA					
Speech	BA-MA					
Mathematics	BA			MA		
Chemistry	BA					
Geology	BA					
Physical Science	BA-MA					
Physics	BA					
Pyschology	BA-MA					
Corrections	MS					
Public Administration	BA-MPA					
Recreation Administration	BA-MA					
Social Welfare	BA					
Anthropology	BA-MA					
Black Studies	BA					
Economics	BA					
Geography	BA-MA					
History	BA-MA					
International Relations	BA					
Political Science	BA-MA					
Social Science	BA-MA					
Sociology	BA-MA					
Liberal Studies		BA				
Natural Sciences	BA					
Special Major	BA					

Note: Italicized programs, including the Speech Pathology and Audiology portion of the Speech degree, are nationally accredited subject areas.

CHICO STATE COLLEGE
ESTABLISHED 1887

PROFILE

Nationally Accredited Subject Areas:

Music
Teacher Education
Civil Engineering
Electrical Engineering
Mechanical Engineering
Nursing
Speech Pathology and Audiology

Accredited Standard Credential Programs:

Teaching: Elementary, Secondary, Early Childhood Education
Teaching, Restricted Education: Speech and Hearing Specialist
Teaching, Specialized Preparation: Speech and Hearing Handicapped
Designated Subjects: Driver Education and Driver Training
Designated Services: School Nurse, Child Welfare (and attendance), Counseling, Psychology, Psychometry
Supervision: Elementary, Secondary, Elementary Principal, Secondary Principal

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division percent	2,685	60%	3,824	40%	5,120	37%
Upper Division percent	1,686	38%	5,484	57%	8,150	58%
Graduate percent	76	2%	353	3%	730	5%
TOTAL	4,447		9,661		14,000	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	791	1,962	11,831
Master's	61	176	1,036
TOTAL	852	2,138	12,867

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	50	3	0	0
Master's	29	9	3	0
Joint Doctoral		1		
TOTAL	79	13	3	0

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Biological Science	BA		MA			
Business Administration	MBA					
Education	MA					
Art	BA					
Music	BA					
French	BA					
German			BA			
Spanish	BA		MA			
English	BA-MA					
Linguistics					MA	
Philosophy	BA					
Mathematics	BA			MA		
Chemistry	BA					
Physics	BA					
Behavioral Sciences	MA					
Psychology	BA			MA		
Anthropology	BA					
Economics	BA					
Geography	BA				MA	
History	BA			MA		
Political Science	BA					MA
Sociology	BA	MA				
Urban Studies	BA					

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS

Interdepartmental Fields	Year Projected
African Studies	1974-75
American Studies	Existing
East Asian Studies	Existing
Latin American Studies	Existing
American Business and Economic Systems	Existing
Information Systems	Existing
Early Childhood Studies	Existing
Physical Education	Existing
Theater Arts	Existing
Health Science	1972-73
Linguistics	Existing
Earth and Space Sciences	Existing
Behavioral Sciences	Existing
Afro-American Studies	Existing
International Relations	1974-75
Mexican-American Studies	Existing
Twentieth Century Thought and Expression	Existing
Urban Studies	Existing
Foundations of Natural Science	Existing

Note: Each bachelor of arts degree program requires a major which must include a departmental field and an interdepartmental field.

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS
ESTABLISHED 1960

PROFILE

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)	1970-71 (Actual)	1976-77 (Projected)
Lower Division	–	654	2,480
percent	–	29%	32%
Upper Division	–	1,458	4,760
percent	–	64%	62%
Graduate	–	150	510
percent	–	7%	6%
TOTAL	–	2,262	7,750

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	–	345	730
Master's	–	6	8
TOTAL	–	351	738

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	18	1	0	0
Master's	4	9	0	0
TOTAL	22	10	0	0

---

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

FRESNO STATE COLLEGE

		Proposed Degree Programs Degrees to be awarded not earlier than:				
Degree Terminologies	Existing Programs	1972-73	1973-74	1974-75	1975-76	1976-77
Agricultural Business	BS					
Agricultural Education	BS					
Agricultural Science	BS					
Agriculture	MS					
City and Regional Planning	MCRP					
Asian Studies					MA	
Latin American Studies	BA					
Biology	BA-MA					
Botany	BA					
Microbiology	BA,BS-MA					
Zoology	BA					
Business Administration	BS-MS MBA					
Journalism	BA					
Mass Communication	MA					
Radio-Television Broadcasting	BA					
Computer Science				MS		
Child Development	BS					
Counseling	MA					
Education	MA					
Industrial Arts	BA-MA					
Industrial Technology	BS					
Physical Education	BA-MA					
Special Education	MA					
Vocational Education	BVEd					
Civil Engineering	BS					
Electrical Engineering	BS					
Engineering				MS		
Industrial Engineering	BS					
Mechanical Engineering	BS					
Surveying and Photogrammetry	BS					
Art	BA-MA		1			
Music	BA-MA	2			2	
Theater Arts	BA	MA				

Note: Italicized programs are nationally accredited subject areas.

1 The college has indicated a desire to offer the MFA in Art. A recommendation on this program is deferred pending completion of a special study by the Chancellor's Office.

2 The college has indicated a desire to offer the BM and the MM. Recommendations on these programs are deferred pending completion of a special study by the Chancellor's Office.

ACADEMIC MASTER PLAN: 1972-1977

FRESNO STATE COLLEGE (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
French	BA					
German	BA					
Russian	BA					
Spanish	BA-MA					
Communicative Disorders	BA-MA					
Health Science	BA-MS					
Nursing	BS-MS					
Occupational Therapy		BS				
Physical Therapy	BS					
Rehabilitation Counseling	MA					
Dietetics			BS			
Home Economics	BA-MS					
Comparative Literature						MA
English	BA-MA					
Linguistics	MA	BA				
Speech	BA-MA					
Philosophy	BA					
Religious Studies						BA
Mathematics	BA-MA,MS					
Chemistry	BA,BS-MS					
Geology	BA-MA					
Physics	BA-MA BS-MS					
Psychology	BA-MA					
Public Administration	BA					
Recreation	BS		MS			
Social Welfare	BA					
Social Work	MSW					
Anthropology	BA					
Criminology	BS-MS					
Economics	BA-MA					
Geography	BA-MA					
History	BA-MA					
Political Science	BA-MA					
Social Science	BA					
Sociology	BA			MA		
Special Major	BA					

Note: Italicized programs are nationally accredited subject areas.

FRESNO STATE COLLEGE
ESTABLISHED 1911

PROFILE

Nationally Accredited Subject Areas:

- Business
- Music
- Teacher Education
- Civil Engineering
- Electrical Engineering
- Mechanical Engineering
- Nursing
- Speech Pathology and Audiology
- Journalism
- Chemistry
- Social Work

Accredited Standard Credential Programs:

Teaching: Elementary, Secondary, Early Childhood Education
Teaching, Restricted Education: Deaf and Hard of Hearing, Educable Mentally Retarded, Speech and Hearing Specialist
Teaching, Specialized Preparation: Deaf and Hard of Hearing, Mental Retardation, Speech and Hearing Handicapped
Designated Subjects: Driver Education and Driver Training
Designated Services: School Nurse, Counseling, Psychology, Psychometry, School Social Work
Supervision: Elementary, Secondary, Elementary Principal, Secondary Principal

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division	3,501		5,081		6,430	
percent		55%		41%		37%
Upper Division	2,674		6,453		9,590	
percent		42%		52%		55%
Graduate	199		800		1,280	
percent		3%		7%		8%
TOTAL	6,374		12,334		17,300	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	1,538	2,534	18,559
Master's	155	454	2,386
TOTAL	1,693	2,988	20,945

FRESNO STATE COLLEGE
ESTABLISHED 1911

PROFILE (Cont.)

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	57	4	1	0
Master's	38	7	2	0
TOTAL	95	11	3	0

---

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, FULLERTON

		Proposed Degree Programs				
	Existing	Degrees to be awarded not earlier than:				
Degree Terminologies	**Programs**	**1972-73**	**1973-74**	**1974-75**	**1975-76**	**1976-77**
American Studies	BA			MA		
Asian Studies			BA			
Latin American Studies	BA					
Russian Area Studies	BA					
Biological Science	BA					
Biology	MA					
Marine Biology			MA*			
Business Administration	BA-MBA					
Communications	BA-MA					
Computer Science	BS			MS		
Education	MS					
Physical Education	BS-MS					
Engineering	BS-MS					
Art	BA-MA		1			
Music	BA,BM-MA	2				
Theater Arts	BA-MA					
French	BA-MA					
German	BA-MA					
Spanish	BA-MA					
Health Science					BS	
Nursing						3
Comparative Literature	BA-MA					
English	BA-MA					
Human Relations		BA				
Linguistics	BA-MA					

Note: Italicized programs, including the Journalism portion of the Communications degree, are nationally accredited subject areas.

* Subject to review and comment by the Coordinating Council for Higher Education.

[1] The college has indicated a desire to offer the MFA in Art. A recommendation on this program is deferred pending completion of a special study by the Chancellor's Office.

[2] The college has indicated a desire to offer the MM. A recommendation on this program is deferred pending completion of a special study by the Chancellor's Office.

[3] The college has indicated a possible interest in offering the BS and MS in Nursing. Implementation dates for both the undergraduate degree and the graduate degree may be determined during the 1971-72 academic year.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, FULLERTON (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Philosophy	BA					
Religious Studies	BA					
Speech Communication	BA-MA					
Library Science	MS					
Mathematics	BA-MA					
Chemistry	BA-MA					
Earth Science	BA					
Physics	BA	MA*				
Psychology	BA-MA					
Public Administration	MPA					
Recreation				BA		
Anthropology	BA-MA					
Economics	BA-MA					
Ethnic Studies	BA					
Geography	BA-MA					
History	BA-MA					
Political Science	BA-MA					
Social Sciences	MA					
Sociology	BA-MA					
Urban Studies		MS**				
Environmental Studies		MA**				
Liberal Studies		BA				
Special Major	BA-MA					

Note: Italicized programs, including the Speech Pathology and Audiology portion of the degree in Speech Communication, are nationally accredited subject areas.

* The college is exploring the possibility of offering a cooperative master's degree in Physics with a neighboring State College.

** The college is examining the relationship between the MS in Urban Studies and the MA in Environmental Studies in order to determine appropriate degree structures.

CALIFORNIA STATE COLLEGE, FULLERTON
ESTABLISHED 1957

PROFILE

Nationally Accredited Subject Areas:

Business	Teacher Education	Journalism
Music	Speech Pathology and Audiology	Chemistry

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary
Teaching, Restricted Education:	Educable Mentally Retarded, Trainable Mentally Retarded, Speech and Hearing Specialist
Specialized Preparation:	Mental Retardation, Speech and Hearing Handicapped
Designated Services:	Child Welfare (and attendance), Counseling, Psychology, Psychometry
Supervision:	Elementary Supervision, Secondary Supervision, Elementary Principal, Secondary Principal, General Pupil Personnel Services, Library Services, Instructional Aids, Subject Field Supervision

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division	1,375		3,870		5,720	
percent		44%		36%		32%
Upper Division	1,657		6,050		10,330	
percent		52%		57%		58%
Graduate	117		736		1,650	
percent		4%		7%		10%
TOTAL	3,149		10,656		17,700	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	517	2,263	9,643
Master's	47	477	2,386
TOTAL	564	2,740	12,029

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	35	5	0	0
Master's	29	6	0	0
TOTAL	64	11	0	0

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, HAYWARD

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
American Studies						BA
Asian Studies					MA	
Latin American Studies	BA					
Biological Science	BS-MA					
Business Administration	BS-MBA					
Management Sciences		MS				
Mass Communications			BA			MA
Child Development	BS					
Counseling	MS					
Education	MS					
Physical Education	BS-MS					
Art	BA		MA			
Drama	BA			MA		
Music	BA-MA	1				
French	BA-MA					
German	BA					
Spanish	BA		MA			
Health Science				BS		
Nursing	BS+					
Speech Pathology and Audiology	BS		MS			
English	BA-MA					
Linguistics		BA				
Philosophy	BA					
Speech	BA-MA					
Mathematics	BS-MS					
Statistics	BS-MS					
Chemistry	BA,BS-MS					
Earth Sciences	BS			MS		
Physical Science	BS					
Physics	BA-MS					
Psychology	BA	MA				

Note: Italicized programs are nationally accredited subject areas.

[1] The college has indicated a desire to offer the BM. Recommendation on this program is deferred pending completion of a special study by the Chancellor's Office.

+ Degree program has been approved by the Chancellor's Office for 1972-73.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, HAYWARD (Cont.)

Degree Terminologies	Existing Programs	1972-73	1973-74	1974-75	1975-76	1976-77
		Proposed Degree Programs Degrees to be awarded not earlier than:				
Public Administration	MPA					
Recreation	BS					
Social Work						MSW*
Anthropology	BA-MA					
Black Studies	BA					
Economics	BA-MA					
Geography	BA-MA					
History	BA-MA					
Mexican-American Studies	BA					
Political Science	BA-MA					
Sociology	BA-MA					
Environmental Studies			MS			
Liberal Studies	BA					
Special Major	BA,BS					

---

* Subject to review and comment by the Coordinating Council for Higher Education.

CALIFORNIA STATE COLLEGE, HAYWARD
ESTABLISHED 1957

PROFILE

Nationally Accredited Subject Areas:

Music
Chemistry

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary, Early Childhood Education
Designated Services:	Child Welfare (and attendance), Counseling, Psychology, Psychometry
Supervision:	Elementary, Secondary, Elementary Principal, Secondary Principal, General Pupil Personnel Services, Subject Field Supervision

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)	1970-71 (Actual)	1976-77 (Projected)
Lower Division	1,510	3,589	5,920
percent	53%	39%	35%
Upper Division	1,277	5,098	9,680
percent	45%	56%	58%
Graduate	73	462	1,100
percent	2%	5%	7%
TOTAL	2,860	9,149	16,700

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	336	1,811	7,035
Master's	18	178	561
TOTAL	354	1,989	7,596

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	35	4	0	1
Master's	20	11	0	0
TOTAL	55	15	0	1

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

HUMBOLDT STATE COLLEGE

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Fisheries	BS-MS					
Forestry	BS-MS					
Natural Resources	BS	MS				
Oceanography	BS		MS			
Range Management	BS					MS
Watershed Management	MS					
Wildlife Management	BS-MS					
Asian Studies	AB					
Biology	AB-MA					
Botany	AB					
Zoology	AB					
Business Administration	AB-MA					
Journalism	AB					
Education	MA					
Industrial Arts	AB					
Physical Education	AB-MA					
Environmental Resources Engineering	BS					
Art	AB-MA					
Music	AB-MA					
Theater Arts	AB-MA					
French	AB					
German	AB					
Spanish	AB			MA		
Nursing	BS					
Speech Pathology and Audiology	AB-MA					
Home Economics	AB					
English	AB-MA					
Philosophy	AB					
Speech Communication	AB-MA					
Mathematics	AB			MA		

Note: Italicized programs are nationally accredited subject areas.

ACADEMIC MASTER PLAN: 1972-1977

HUMBOLDT STATE COLLEGE (Cont.)

		Proposed Degree Programs Degrees to be awarded not earlier than:				
Degree Terminologies	**Existing Programs**	**1972-73**	**1973-74**	**1974-75**	**1975-76**	**1976-77**
Chemistry	AB,BS					
Geology	AB					
Physics	AB,BS					
Physical Science					MA	
Psychology	AB-MA					
Social Welfare	AB					
Economics	AB-MA					
Geography	AB					
History	AB-MA					
Political Science	AB		MA			
Social Science	AB-MA					
Sociology	AB-MA					
Liberal Studies	AB					
Special Major	AB,BS					

HUMBOLDT STATE COLLEGE
ESTABLISHED 1913

PROFILE

Nationally Accredited Subject Areas:

Nursing
Chemistry

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary
Teaching, Specialized Preparation:	Speech and Hearing Handicapped
Designated Services:	Counseling, Psychology, Psychometry
Supervision:	Elementary, Secondary, Elementary Principal, Secondary Principal

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)	1970-71 (Actual)	1976-77 (Projected)
Lower Division	1,591	2,299	2,570
percent	65%	44%	33%
Upper Division	815	2,772	4,820
percent	33%	53%	62%
Graduate	40	182	410
percent	2%	3%	5%
TOTAL	2,446	5,253	7,800

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	380	947	5,552
Master's	38	105	651
TOTAL	418	1,052	6,203

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73* Phased Out	Projected for 1972-73* Approved
Bachelor's	44	0	0	0
Master's	19	7	0	0
TOTAL	63	7	0	0

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, LONG BEACH

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
American Studies					BA	
Asian Studies	MA+					
Latin American Studies						BA
Biochemistry	MS					
Biology	BA-MA					
Botany	BS*					
Entomology	BA*					
Marine Biology	BS*					
Microbiology	BS-MS					
Zoology	BS*					
Business Administration	BA-MBA BS-MS					
Business Education	BS					
Journalism	BA					
Mass Communications				MA		
Radio-Television Broadcasting	BA					
Child Development			BS			
Counseling	MS					
Education	MA		MEd			
Industrial Arts	BA-MA					
Industrial Design	BS					
Industrial Technology	BS					
Physical Education	BA-MA					
Special Education	MS					
Vocational Education	BVEd		MVEd			
Chemical Engineering	BS					
Civil Engineering	MS					
Electrical Engineering	MS				EE**	
Engineering	BS-MS					
Mechanical Engineering	MS					
Art	BA,BS-MA	1		1		
Music	BA,BM-MA		2			
Theater Arts	BA-MA					

Note: Italicized programs, including the Engineering Materials portion of the Engineering degree, are nationally accredited subject areas.

+ Degree program has been approved by the Chancellor's Office for 1972-73.

* The college is considering converting the bachelor's degrees in Botany, Entomology, Marine Biology, and Zoology into options under Biology.

** Subject to review and comment by the Coordinating Council for Higher Education.

[1] The college has indicated a desire to offer the BFA and the MFA in Art. Recommendations on these programs are deferred pending completion of a special study by the Chancellor's Office.

[2] The college has indicated a desire to offer the MM. Recommendation on this program is deferred pending completion of a special study by the Chancellor's Office.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, LONG BEACH (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
French	BA-MA					
German	BA-MA					
Spanish	BA-MA					
Health Education	BA*					
Health Science				MA*		
Nursing	BS				MS	
Occupational Therapy	BS**					
Physical Therapy	BS					
Public Health				MPH		
Home Economics	BA,BS-MA					
Classics						BA
Comparative Literature						MA
English	BA-MA					
Linguistics	MA					
Philosophy	BA-MA					
Religious Studies				BA		
Speech	BA-MA					
Mathematics	BA-MA					
Chemistry	BA,BS-MS					
Earth Science	BS					
Geology	BS		MS***			
Physics	BA-MA					
	BS-MS					
Psychology	BA-MA,MS+					
Public Administration	MS					
Recreation	BA					

Note: Italicized programs are nationally accredited subject areas.

* The BA in Health Education will be converted to a BS in Health Science after curricular revisions have been approved.

** The college has been obliged to temporarily discontinue this program because of inadequate support in terms of the faculty and laboratory facilities needed for professional accreditation.

*** The college is proposing a cooperative master's degree with California State College, Los Angeles, and San Fernando Valley State College.

+ Degree program has been approved by the Chancellor's Office for 1972-73.

ACADEMIC MASTER PLAN: 1972-77

CALIFORNIA STATE COLLEGE, LONG BEACH (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Recreation Administration	MS					
Social Welfare	BA					
Social Work					MSW*	
Anthropology	BA-MA					
Black Studies		BA				
Criminology	BS-MS					
Economics	BA-MA					
Geography	BA-MA					
History	BA-MA					
Mexican-American Studies	BA+					
Political Science	BA-MA					
Sociology	BA-MA					
Urban Studies				BA		
Environmental Studies					BA	
Liberal Studies			BA			
Special Major	BA					

---

* Subject to review and comment by the Coordinating Council for Higher Education.

+ Degree program has been approved by the Chancellor's Ofifce for 1972-73.

CALIFORNIA STATE COLLEGE, LONG BEACH
ESTABLISHED 1949

PROFILE

Nationally Accredited Subject Areas:

- Business
- Art
- Music
- Teacher Education
- Civil Engineering
- Electrical Engineering
- Engineering Materials
- Mechanical Engineering
- Nursing
- Physical Therapy
- Chemistry

Accredited Standard Credential Programs:

Teaching: Elementary, Secondary
Teaching, Specialized Preparation: Librarianship, Mental Retardation, Speech and Hearing Handicapped
Designated Subjects: Driver Education and Driver Training
Designated Services: School Nurse, Child Welfare (and attendance), Counseling, Psychology, Psychometry
Supervision: Elementary, Secondary, Elementary Principal, Secondary Principal

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)	1970-71 (Actual)	1976-77 (Projected)
Lower Division	5,700	7,103	7,570
percent	49%	36%	32%
Upper Division	5,522	11,672	14,670
percent	47%	59%	61%
Graduate	430	1,079	1,760
percent	4%	5%	7%
TOTAL	11,652	19,854	24,000

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	2,107	4,434	28,742
Master's	296	938	5,238
TOTAL	2,403	5,372	33,980

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73* Phased Out	Approved
Bachelor's	53	9	1	1
Master's	40	10	1	2
TOTAL	93	19	2	3

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, LOS ANGELES

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
American Studies	BA-MA					
Latin American Studies	BA-MA					
Biochemistry	BS					
Biology	BA					
Botany	BA*-MA					
Microbiology	BA-MS					
Zoology	BS*-MS					
Business Administration	BS-MS, MBA					
Business Education	BA-MA					
Management Science	BS					
Journalism	BA					
Radio and Television Broadcasting	BA					
Child Development	BA					
Counseling	MS					
Education	MA					
Industrial Arts	BA					
Industrial Education	MA					
Industrial Technology	BS					
Physical Education	BA-MA					
Special Education	PhD**					
Vocational Education	BVEd					
Civil Engineering	MS					
Electrical Engineering	MS					
Engineering	BS					
Mechanical Engineering	MS					
Art	BA-MA			1		1
Drama	BA-MA					
Music	BA-MA	2			2	

Note: Italicized programs are nationally accredited subject areas.

* The BA in Botany and the BS in Zoology are being consolidated under the Biology degree; a BS in Biology will be added after the conversion. No new students will be admitted into the BA in Botany or the BS in Zoology after the fall of 1972.

** The PhD in Special Education is offered jointly with the University of California, Los Angeles.

[1] The college has indicated a desire to offer the BFA and MFA in Art. Recommendations on these programs are deferred pending completion of a special study by the Chancellor's Office.

[2] The college has indicated a desire to offer the BM and the MM. Recommendations on these programs are deferred pending completion of a special study by the Chancellor's Office.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, LOS ANGELES (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
French	BA-MA					
German	BA					
Japanese		BA				
Spanish	BA-MA					
Environmental Health Science	BS					
Health and Safety Studies	BA-MA					
Medical Technology	BS					
Nursing	BS-MS					
Physical Therapy				BS		
Speech Pathology	BA					
Speech Pathology and Audiology	MA					
Home Economics	BA, BS-MA				MS	
Comparative Literature			BA			MA
English	BA-MA					
Linguistics					MA	
Philosophy	BA-MA					
Speech Communication	BA-MA					
Mathematics	BA, BS-MS					
Chemistry	BA, BS-MS					
Criminalistics	MS					
Geology	BA, BS		MS*			
Physics	BA, BS-MS					
Psychology	BA-MA, MS					
Public Administration	MS					
Recreation	BS-MS					
Social Work						MSW**

Note: Italicized programs are nationally accredited subject areas.

* The college is proposing a cooperative master's degree program in Geology with California State College, Long Beach, and San Fernando Valley State College.

** Subject to review and comment by the Coordinating Council for Higher Education.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, LOS ANGELES (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than:				
		1972-73	1973-74	1974-75	1975-76	1976-77
Afro-American Studies	BA					
Anthropology	BA-MA					
Economics	BA-MA					
Geography	BA-MA					
History	BA-MA					
Mexican-American Studies	BA					
Police Science and Administration	BS-MS					
Political Science	BA-MA					
Social Science	BA-MA					
Sociology	BA-MA					
Urban Studies		BA				
Liberal Studies			BA			
Special Major	BA					

CALIFORNIA STATE COLLEGE, LOS ANGELES
ESTABLISHED 1947

PROFILE

Nationally Acredited Subject Areas:

- Business
- Music
- Teacher Education
- Engineering
- Nursing
- Chemistry

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary, Early Childhood Education
Teaching, Restricted Education:	Educable Mentally Retarded, Trainable Mentally Retarded, Orthopedically Handicapped, Speech and Hearing Specialist, Visually Handicapped, Visually Handicapped in Mobility
Teaching, Specialized Preparation:	Deaf and Hard of Hearing, Mental Retardation, Orthopedically Handicapped, Speech and Hearing Handicapped, Visually Handicapped
Designated Subjects:	Driver Education and Driver Training
Designated Services:	Child Welfare (and attendance), Counseling, Psychology, Psychometry, Rehabilitation Counseling
Supervision:	Elementary, Secondary, Elementary Principal, Secondary Principal, General Pupil Personnel Services, Library Services, Instructional Aids, Special Education, School Health Services, Subject Field Supervision
Standard Administrative	

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)	1970-71 (Actual)	1976-77 (Projected)
Lower Division	4,626	5,028	6,890
percent	39%	33%	32%
Upper Division	6,501	9,193	12,860
percent	54%	60%	61%
Graudate	894	1,127	1,550
percent	7%	7%	7%
TOTAL	12,021	15,348	21,300

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	2,371	3,491	27,127
Master's	602	872	7,258
Joint Doctoral		2	2
TOTAL	2,973	4,365	34,387

CALIFORNIA STATE COLLEGE, LOS ANGELES
ESTABLISHED 1947

PROFILE (Cont.)

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	56	5	3	0
Master's	43	5	4	0
Joint Doctoral	1	–		
TOTAL	100	10	7	0

---

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE POLYTECHNIC COLLEGE, POMONA

		Proposed Degree Programs Degrees to be awarded not earlier than:				
Degree Terminologies	Existing Programs	1972-73	1973-74	1974-75	1975-76	1976-77
Agricultural Biology	BS					
Agricultural Business Management	BS					MS*
Agronomy	BS					
Animal Science	BS	MS*				
Fruit Industries	BS					
International Agriculture	BS					
Ornamental Horticulture	BS					
Soil Science	BS					
Water Resources Management					BS	
Architecture	BS-MArch					
Landscape Architecture	BS-MLA					
Urban Planning	BS-MUP					
Biological Sciences	MS					
Biology	BS					
Botany	BS					
Microbiology	BS					
Zoology	BS					
Business Administration	BS-MS MBA					
Hotel and Restaurant Management			BS			
Communication Arts	BS					
Computer Science			BS			
Education	MA					
Physical Education	BS-MS					
Aerospace Engineering	BS					
Agricultural Engineering	BS					
Chemical Engineering	BS					
Civil Engineering	BS					
Electrical and Electronics Engineering	BS					
Engineering		MEngr*				
Engineering Technology	BS					

Note: Italicized programs are nationally accredited subject areas.

* Subject to review and comment by the Coordinating Council for Higher Education.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE POLYTECHNIC COLLEGE, POMONA (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Industrial Engineering	BS					
Mechanical Engineering	BS					
Art				BA		
Drama	BA+					
Music	BA+					
Foods and Nutrition	BS					
Home Economics	BS					
English	BA-MA+					
Humanities	BA					
Philosophy	BA					
Mathematics	BS-MS+					
Chemistry	BS-MS					
Earth Sciences	BS					
Physics	BS					
Behavioral Sciences	BA+					
Park Administration	BS					
Recreation Administration	BS+					
Social Services	BS					
Economics	BS-MS					
History	BA		MA			
Political Science	BA					MA
Social Sciences	BS					
Liberal Studies		BA				
Natural Sciences				BS		
Special Major	BA					

Note: Italicized programs are nationally accredited subject areas.

+ Degree program has been approved by the Chancellor's Office for 1972-73.

CALIFORNIA STATE POLYTECHNIC COLLEGE, POMONA
ESTABLISHED 1938

PROFILE

Nationally Accredited Subject Areas:

Landscape Architecture
Aerospace Engineering
Civil Engineering
Electrical and Electronic Engineering
Mechanical Engineering
Chemistry

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)	1970-71 (Actual)	1976-77 (Projected)
Lower Division	2,809	4,592	6,580
percent	70%	59%	51%
Upper Division	1,222	3,136	5,630
percent	30%	40%	44%
Graduate	6	107	590
percent	1%	1%	5%
TOTAL	4,037	7,835	12,800

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	545	1,594	8,495
Master's	–	7	10
TOTAL	545	1,601	8,505

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	41	6	0	5
Master's	10	5	0	2
TOTAL	51	11	0	7

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

SACRAMENTO STATE COLLEGE

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than:				
		1972-73	1973-74	1974-75	1975-76	1976-77
Environmental Resources	BS					
Latin American Studies						BA
Biological Sciences	BA-MA BS-MS					
Business Administration	BS-MS,MBA					
Business Education	MA					
Journalism	BA					
Computer Science	BS				MS	
Child Development	BA					
Counseling	MS					
Education	MA					
Health and Safety Studies	BA-MA					
Physical Education	BA-MA					
Vocational Education	BVEd					
Engineering	BS-MS					
Engineering Technology			BS*			
Art	BA-MA			1		
Drama	BA-MA					
Music	BA-MA	2				
French	BA-MA					
German	BA-MA					
Spanish	BA-MA					
Nursing	BS		MS			
Speech Pathology and Audiology	BA-MA+					
Home Economics	BA	MA				

Note: Italicized programs are nationally accredited subject areas, including the Civil, Electrical and Mechanical options within the Engineering program.

* Subject to review and comment by the Coordinating Council for Higher Education.

[1] The college has indicated a desire to offer the MFA in Art. A recommendation on this program is deferred pending completion of a special study by the Chancellor's Office.

[2] The college has indicated a desire to offer the BM in Music. A recommendation on this program is deferred pending completion of a special study by the Chancellor's Office.

ACADEMIC MASTER PLAN: 1972-1977

SACRAMENTO STATE COLLEGE (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
English	BA-MA					
Humanities	BA+					
Philosophy	BA					
Religious Studies					BA	
Speech Communication	BA-MA					
Mathematics	BA-MA,MS					
Chemistry	BA,BS-MS					
Geology	BA,BS					
Physical Science	BA					
Physics	BA					
Psychology	BA-MA					
Corrections	BA					
Criminal Justice	BA-MA+					
Public Administration	MPA					
Recreation Administration	BA-MS					
Social Welfare	BA					
Social Work	MSW					
Anthropology	BA-MA					
Economics	BA-MA					
Ethnic Studies	BA					
Geography	BA		MA			
Government	BA-MA					
Government-Journalism	BA					
History	BA-MA					
International Affairs	MA					
Social Science	BA-MA					
Sociology	BA-MA					
Environmental Studies	BA			MA		
Special Major	BA					

Note: Italicized programs are nationally accredited subject areas.

+ Degree program has been approved by the Chancellor's Office for 1972-73.

SACRAMENTO STATE COLLEGE
ESTABLISHED 1947

PROFILE

Nationally Accredited Subject Areas:

Business
Music
Teacher Education

Civil Engineering
Electrical Engineering
Mechanical Engineering

Nursing
Chemistry
Social Work

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary
Teaching, Restricted Education:	Educable Mentally Retarded, Trainable Mentally Retarded, Speech and Hearing Specialist
Teaching, Specialized Preparation:	Librarianship, Mental Retardation, Speech and Hearing Handicapped
Designated Subjects:	Driver Education and Driver Training
Designated Services:	Counseling, Psychology, Psychometry, Rehabilitation Counseling
Supervision:	Elementary, Secondary, Elementary Principal, Secondary Principal, General Pupil Personnel Services

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division	3,033		4,366		5,600	
percent		49%		35%		32%
Upper Division	2,818		7,367		10,820	
percent		45%		58%		61%
Graduate	341		906		1,280	
percent		6%		7%		7%
TOTAL	6,192		12,639		17,700	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	1,222	2,739	17,042
Master's	149	546	2,849
TOTAL	1,371	3,285	19,891

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	45	3	0	1
Master's	32	5	0	2
TOTAL	77	8	0	3

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE COLLEGE, SAN BERNARDINO

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
American Studies			BA			
Latin American Studies		BA				
Biology	BA	MA				
Business Administration	BA					MA
Education		MA				
Art	BA					
Drama	BA					
Music	BA					
French	BA					
German				BA		
Spanish	BA			MA		
English	BA		MA			
Humanities	BA					
Philosophy	BA					
Mathematics	BA			MA		
Chemistry	BA					
Earth Sciences					BA	
Physics	BA					
Psychology	BA		MA			
Anthropology	BA					
Economics	BA					
Geography	BA					
History	BA	MA				
Political Science	BA		MA			
Social Science	BA					
Sociology	BA				MA	
Urban Studies						BA

Note: Italicized programs are nationally accredited subject areas.

CALIFORNIA STATE COLLEGE, SAN BERNARDINO
ESTABLISHED 1960

PROFILE

Nationally Accredited Subject Areas:

Chemistry

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division	–		913		1,820	
percent		–		46%		33%
Upper Division	–		1,090		3,510	
percent		–		54%		64%
Graduate	–		–		170	
percent		–		–		3%
TOTAL	–		2,003		5,500	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	–	360	901
Master's	–	–	–
TOTAL	–	360	901

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	21	5	0	0
Master's	0	10	0	0
TOTAL	21	15	0	0

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

SAN DIEGO STATE COLLEGE

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
City Planning	MCP					
American Studies	BA-MA					
Asian Studies	BA-MA					
European Studies	BA					
Latin American Studies	BA-MA					
Russian Area Studies	BA					
Biology	BA-MA BS-MS					
Botany	BA,BS					
Ecology	PhD*					
Genetics	PhD**					
Microbiology	BA,BS-MS					
Zoology	BA,BS			MS		
Business Administration	BS-MS,MBA					
International Business				MS		
Journalism	BA					
Mass Communications	MS					
Radio-Television	BA,BS-MA				MS	
Computer Science		MS				
Child Development	BS					
Counseling	MS					
Education	MA					
Industrial Arts	BA-MA					
Industrial Technology		BS				
Physical Education	BA-MA					
Vocational Education	BVEd					
Aerospace Engineering	MS					
Civil Engineering	MS					
Electrical Engineering	MS					
Engineering	BS					
Mechanical Engineering	MS					

Note: Italicized programs are nationally accredited subject areas.

* The PhD in Ecology is offered jointly with the University of California, Riverside.

** The PhD in Genetics is offered jointly with the University of California, Berkeley.

ACADEMIC MASTER PLAN: 1972-1977

SAN DIEGO STATE COLLEGE (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Art	BA-MA	1			1	
Drama	BA-MA			2		
Music	BA-BM-MA					
French	BA-MA					
German	BA-MA					
Russian	BA-MA					
Spanish	BA-MA					
Environmental Health	BS					
Health Science	BS-MA					
Nursing	BS		MS			
Occupational Therapy			BS			
Speech Pathology and Audiology	BA-MA					
Home Economics	BA-MS					
Classics	BA					
Comparative Literature	BA					
English	BA-MA					
Linguistics	MA					
Philosophy	BA-MA					
Religious Studies	BA					
Speech Communication	BA-MA					
Mathematics	BA-MA,MS					
Statistics	MS					
Astronomy	BA-MS					
Chemical Physics	BS					
Chemistry	BA-MA-PhD* BS-MS					
Geology	BA,BS-MS					
Physical Science	BA-MA					
Physics	BA-MA BS-MS					

Note: Italicized programs are nationally accredited subject areas.

[1] The college has indicated a desire to offer the BFA and MFA in Art. Recommendations on these programs are deferred pending completion of a special study by the Chancellor's Office.

[2] The college has indicated a desire to offer the BFA in Drama. A recommendation on this program is deferred pending completion of a special study by the Chancellor's Office.

* The PhD in Chemistry is offered jointly with the University of California, San Diego.

ACADEMIC MASTER PLAN: 1972-1977

SAN DIEGO STATE COLLEGE (Cont.)

		Proposed Degree Programs Degrees to be awarded not earlier than:				
Degree Terminologies	**Existing Programs**	**1972-73**	**1973-74**	**1974-75**	**1975-76**	**1976-77**
Radiological Physics	MS+					
Psychology	BA-MA,MS					
Criminal Justice Administration	BS-MS					
Public Administration	BA-MPA					
Recreation Administration	BA	MA				
Social Welfare	BA					
Social Work	MSW MSSW					
Afro-American Studies	BA					
Anthropology	BA-MA					
Economics	BA-MA					
Geography	BA-MA					
History	BA-MA					
Mexican-American Studies	BA					
Political Science	BA-MA					
Social Science	BA-MA					
Sociology	BA-MA					
Urban Studies		BA			MA	
Special Major	BA					

Note: Italicized programs are nationally accredited subject areas.

+ Degree program has been approved by the Chancellor's Office for 1972-73.

ACADEMIC MASTER PLAN: 1972-1977

IMPERIAL VALLEY CAMPUS
SAN DIEGO STATE COLLEGE

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Latin American Studies		AB				
Art			AB			
Fine Arts	AB*					
Music					AB	
Spanish	AB					
English	AB					
Mathematics	AB					
Economics				AB		
History	AB					
Political Science			AB			
Social Science	AB					
Sociology		AB				
Special Major	AB					

---

* The AB in Fine Arts will be discontinued when the separate Art and Music degrees are approved.

SAN DIEGO STATE COLLEGE
ESTABLISHED 1897

PROFILE

Nationally Accredited Subject Areas:

Business
Music
Teacher Education
Aerospace Engineering
Civil Engineering
Mechanical Engineering
Electrical and Electronic Engineering
Nursing
Journalism
Chemistry
Social Work

Accredited Standard Credential Programs:

Teaching: Elementary, Secondary

Teaching, Specialized Preparation: Deaf and Hard of Hearing, Librarianship, Mental Retardation, Speech and Hearing Handicapped

Designated Services: School Nurse, Child Welfare (and attendance), Psychology, Psychometry, School Social Work

Supervision: Elementary, Secondary, Elementary Principal, Secondary Principal, General Pupil Personnel Services, Library Services, Instructional Aids, Special Education, School Health Services, Subject Field Supervision

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division	7,042		8,627		9,370	
percent		58%		43%		34%
Upper Division	4,481		10,188		15,930	
percent		37%		50%		59%
Graduate	642		1,432		1,800	
percent		5%		7%		7%
TOTAL	12,165		20,247		27,100	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	1,994	4,599	27,762
Master's	364	830	5,010
Joint Doctoral	–	1	2
TOTAL	2,358	5,430	32,774

SAN DIEGO STATE COLLEGE
ESTABLISHED 1897

PROFILE (Cont.)

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	66	3	0	0
Master's	56	7	0	1
Joint Doctoral	3	–	0	0
TOTAL	125	10	0	1

---

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

SAN FERNANDO VALLEY STATE COLLEGE

		Proposed Degree Programs Degrees to be awarded not earlier than:				
Degree Terminologies	**Existing Programs**	**1972-73**	**1973-74**	**1974-75**	**1975-76**	**1976-77**
American Studies						BA
Asian Studies			BA			
Latin American Studies					MA	
Biology	BA-MS					
Ecology			BS			
Business Administration	BS-MS MBA					
Business Education	BA					
Journalism	BA					
Mass Communications	MA					
Radio-Television Broadcasting	BA					
Computer Science	BA+				MS	
Child Development	BA					
Education	MA					
Physical Education	BA-MA					
Special Education		MS				
Engineering	BS-MS					
Art	BA-MA					
Drama	BA-MA			[1]		
Music	BA-MA	[2]				
French	BA-MA					
German	BA					
Spanish	BA-MA					

Note: Italicized programs are nationally accredited subject areas.

[1] The college has indicated a desire to offer the BFA in Drama. A recommendation on this proposal is deferred pending completion of a special study by the Chancellor's Office.

[2] The college has indicated a desire to offer the BM. A recommendation on this program is deferred pending completion of a special study by the Chancellor's Office.

+ Degree program has been approved by the Chancellor's Office for 1972-73.

ACADEMIC MASTER PLAN: 1972-1977

SAN FERNANDO VALLEY STATE COLLEGE (Cont.)

Degree Terminologies	Existing Programs	1972-73	Proposed Degree Programs Degrees to be awarded not earlier than: 1973-74	1974-75	1975-76	1976-77
Health Science	BS-MS					
Nursing					BS	
Home Economics	BS-MS					
Classics						BA
English	BA-MA					
Linguistics	MA		BA			
Philosophy	BA-MA					
Religious Studies	BA					
Speech	BA-MA					
Mathematics	BA-MS					
Chemistry	BS-MS		BA-MA			
Earth Science	BA					
Geology	BS	MS*				
Physical Science	BS					
Physics	BS-MS					
Behavioral Sciences			BA			MA
Psychology	BA-MA					
Recreation	BS-MS					
Afro-American Studies	BA					
Anthropology	BA-MA					
Economics	BA-MA					
Geography	BA-MA					
History	BA-MA					
Mexican-American Studies	BA					
Political Science	BA-MA					
Sociology	BA-MA					
Urban Studies	BA					
Liberal Studies		BA				
Special Major	BA					

Note: Italicized programs are nationally accredited subject areas, including the Physical Therapy and Community Health Education options in Health Science and the Speech Pathology and Audiology option in Speech.

* The college is proposing a cooperative master's degree with California State College, Long Beach, and California State College, Los Angeles.

SAN FERNANDO VALLEY STATE COLLEGE
ESTABLISHED 1958

PROFILE

Nationally Accredited Subject Areas:

Music
Journalism
Physical Therapy
Speech Pathology and Audiology
Community Health Education
Engineering
Chemistry

Accredited Standard Credential Programs:

Teaching: Elementary, Secondary

Teaching, Restricted Education: Deaf and Hard of Hearing, Educable Mentally Retarded, Trainable Mentally Retarded, Speech and Hearing Specialist

Teaching, Specialized Preparation: Mental Retardation, Speech and Hearing Handicapped

Designated Services: School Nurse, Child Welfare (and attendance), Counseling, Psychology, Psychometry

Supervision: Elementary, Secondary, Elementary Principal, Secondary Principal, General Pupil Personnel Services, Instructional Aids, Special Education, School Health Services

Standard Administrative

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division	4,784		6,739		8,410	
percent		56%		38%		34%
Upper Division	3,487		10,040		14,870	
percent		41%		56%		60%
Graduate	267		1,064		1,520	
percent		3%		6%		6%
TOTAL	8,538		17,843		24,800	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	1,226	3,296	17,608
Master's	129	553	2,599
TOTAL	1,355	3,849	20,207

SAN FERNANDO VALLEY STATE COLLEGE
ESTABLISHED 1958

PROFILE (Cont.)

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phase Out	Approved
Bachelor's	39	9	1	1
Master's	29	6	0	0
TOTAL	68	15	1	1

---

*Reflects actions taken through March, 1972.

ACADEMIC MASTER PLAN: 1972-1977

SAN FRANCISCO STATE COLLEGE

Degree Terminologies	Existing Programs	1972-73	Proposed Degree Programs Degrees to be awarded not earlier than: 1973-74	1974-75	1975-76	1976-77
American Studies	BA					
Biology	BA-MA	BS-MS				
Ecology				MA		
Microbiology		BA-BS	MA-MS			
Business	BA					
Business Administration	MA MBA					
Journalism	BA		MA*			
Radio-Television	BA-MA					
Computer Sciences**		BA			MA	
Education	MA EdD,PhD+					
Industrial Arts	BA-MA					
Physical Education	BA-MA					
Vocational Education	BVEd					
Engineering	BS					
Art	BA-MA	1			1	
Creative Arts	BA-MA					
Drama	BA-MA					
Film	BA-MA					
Music	BA,BM-MA		2			
Chinese	BA-MA					
French	BA-MA					
German	BA-MA					

Note: Italicized programs are nationally accredited subject areas.

* The college is reviewing the possibility of broadening the projected MA in Journalism and proposing an MA in Mass Communications.

** The college is reviewing the projected curriculum and terminology for a program in Computer Science or Information Systems.

+ The EdD and PhD in Education with emphasis in Special Education are offered jointly with the University of California, Berkeley.

[1] The college has indicated a desire to offer the BFA and MFA in Art. Recommendations on these programs are deferred pending completion of a special study by the Chancellor's Office.

[2] The college has indicated a desire to offer the MM. A recommendation on this program is deferred pending completion of a special study by the Chancellor's Office.

ACADEMIC MASTER PLAN: 1972-1977

SAN FRANCISCO STATE COLLEGE (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Italian	BA-MA					
Japanese	BA					
Russian	BA-MA					
Spanish	BA-MA					
Clinical Science	BA*					
Communicative Disorders	BA					
Health Science	BA-MS					
Nursing	BS			MS		
Rehabilitation Counseling	MS					
Home Economics	BA-MA					
Classics	BA					
Comparative Literature	BA-MA					
English	BA-MA					
Humanities	BA-MA					
Philosophy	BA-MA					
Philosophy and Religion	BA					
Speech Communication	BA-MA					
Statistics	BS					
Mathematics	BA-MA					
Chemistry	BA,BS-MS					
Geology	BA					
Physical Science	BA-MA					
Physics	BA-MS	BS				
Psychology	BA-MA,MS					
Recreation	BA-MS					
Social Welfare	BA					
Social Work	MSW					

Note: Italicized programs are nationally accredited subject areas.

* The BA in Clinical Science will be converted to an option under Microbiology when the BA-BS in Microbiology is approved.

ACADEMIC MASTER PLAN: 1972-1977

SAN FRANCISCO STATE COLLEGE (Cont.)

		Proposed Degree Programs				
		Degrees to be awarded not earlier than:				
Degree Terminologies	Existing Programs	1972-73	1973-74	1974-75	1975-76	1976-77
Anthropology	BA-MA					
Asian-American Studies		BA				
Black Studies	BA					
Economics	BA-MA					
Geography	BA-MA					
History	BA-MA					
International Relations	BA-MA					
Mexican-American (LaRaza) Studies		BA				
Political Science	BA-MA					
Social Science	BA-MA					
Sociology	BA-MA					
Urban Studies	BA					
Special Major	BA-MA					

SAN FRANCISCO STATE COLLEGE
ESTABLISHED 1899

PROFILE

Nationally Accredited Subject Areas:

Business
Music
Teacher Education
Community Health Education
Speech Pathology and Audiology
Journalism
Chemistry
Social Work

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary, Early Childhood Education
Teaching, Restricted Education:	Deaf and Hard of Hearing, Deaf-Blind, Educable Mentally Retarded, Trainable Mentally Retarded, Orthopedically Handicapped, Speech and Hearing Specialist, Visually Handicapped, Visually Handicapped in Mobility
Teaching, Specialized Preparation:	Deaf and Hard of Hearing, Mental Retardation, Orthopedically Handicapped, Speech and Hearing Handicapped, Visually Handicapped
Designated Subjects:	Driver Education and Driver Training
Designated Services:	Counseling, Psychology, Psychometry
Supervision:	Elementary, Secondary, Elementary Principal, Secondary Principal, General Pupil Personnel Services, Instructional Aids, Special Education, School Health Services, Subject Field Supervision
Standard Administrative	

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division	4,444		3,370		4,320	
percent		38%		23%		24%
Upper Division	6,396		9,392		11,050	
percent		55%		65%		62%
Graduate	752		1,684		2,530	
percent		7%		12%		14%
TOTAL	11,592		14,446		17,900	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	2,560	2,847	26,722
Master's	689	1,092	8,126
Joint Doctoral	–	2	2
TOTAL	3,249	3,941	34,850

SAN FRANCISCO STATE COLLEGE
ESTABLISHED 1899

PROFILE (Cont.)

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	55	7	4	0
Master's	43	7	0	0
Joint Doctoral	1	–	0	0
TOTAL	99	14	4	0

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

SAN JOSE STATE COLLEGE

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Interior Design	BA					
Urban Planning	MUP					
American Studies	BA					
Biological Science	BA-MA					
Botany	BA					
Entomology	BS	MS				
Microbiology	BA,BS-MA					
Zoology	BA					
Aeronautics Administration			MS			
Business	BS-MS					
Business Administration	BS-MBA					
Business Education	MA					
Public Relations	BA					
Advertising	BA					
Journalism	BA					
Mass Communications	MS					
Radio-Television Broadcasting	BA					
Cybernetic Systems	MS					
Education	MA					
Industrial Arts	BA-MA					
Industrial Design	BS	MS				
Industrial Technology	BS					
Physical Education	BS-MA					
Vocational Education	BVEd					
Aeronautics	BS					MS*
Chemical Engineering	BS-MS					
Civil Engineering	BS-MS					CE*
Electrical Engineering	BS-MS			EE*		
Engineering	BS					
Industrial Administration	BS					
Industrial and Systems Engineering	BS-MS					
Materials Science	BS-MS	PhD**				
Mechanical Engineering	BS-MS					

Note: Italicized programs are nationally accredited subject areas.

* Subject to review and comment by the Coordinating Council for Higher Education.

** The proposal for a joint doctoral degree in Materials Science between San Jose State College and the University of California, Berkeley, was approved by the Joint Graduate Board on June 11, 1970.

ACADEMIC MASTER PLAN: 1972-1977

SAN JOSE STATE COLLEGE (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Art	BA-MA	1			1	
Drama	BA-MA					
Fine Arts	BA					
Graphic Design	BA					
Music	BA-MA		2			2
French	BA-MA					
German	BA					
Latin	BA					
Spanish	BA-MA					
Health Science	BA-MA					
Nursing	BS-MS					
Occupational Therapy	BS-MS					
Physical Therapy				BS		
Speech Pathology and Audiology	BA					
Home Economics	BA-MA					
English	BA-MA					
Linguistics	MA					
Philosophy	BA-MA					
Speech Communication	BA-MA					
Librarianship	MA					
Mathematics	BA-MA,MS					
Chemistry	BA,BS-MS					
Geology	BA,BS-MS					
Meteorology	BS-MS					
Physical Science	BA					
Physics	BA-MA BS-MS					
Behavioral Sciences	BA					
Psychology	BA-MA,MS					

Note: Italicized programs are nationally accredited subject areas.

[1] The college has indicated a desire to offer the BFA and the MFA in Art. Recommendations on these programs are deferred pending completion of a special study by the Chancellor's Office.

[2] The college has indicated a desire to offer the BM and the MM. Recommendations on these programs are deferred pending completion of a special study by the Chancellor's Office.

ACADEMIC MASTER PLAN: 1972-1977

SAN JOSE STATE COLLEGE (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Criminal Justice Administration	BS-MS					
Recreation	BS-MS					
Social Service	BA					
Social Work	MSW					
Anthropology	BA					
Black Studies	BA					
Economics	BA-MA					
Geography	BA-MA					
History	BA-MA					
Mexican-American Studies	MA					
Political Science	BA-MA					
Social Science	BA-MA					
Sociology	BA-MA					
Environmental Studies	BA,BS					
Liberal Studies	BA					
Natural Science	BA-MA					
Philosophy-Psychology	BA					
Special Major	BA-MA,MS					

SAN JOSE STATE COLLEGE
ESTABLISHED 1857

PROFILE

Nationally Accredited Subject Areas:

- Business
- Music
- Teacher Education
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Industrial Engineering
- Materials Science
- Mechanical Engineering
- Nursing
- Occupational Therapy
- Advertising
- Journalism
- Librarianship
- Chemistry

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary
Teaching, Restricted:	Deaf and Hard of Hearing, Educable Mentally Retarded, Trainable Mentally Retarded, Speech and Hearing Specialist
Teaching, Specialized Preparation:	Librarianship, Mental Retardation, Speech and Hearing Handicapped
Designated Services:	School Nurse, Child Welfare, Counseling, Psychology, Psychometry
Supervision:	Elementary, Secondary, Elementary Principal, Secondary Principal, General Pupil Personnel Service, Library Services, Instructional Aids, Special Education, School Health Services, Subject Field Supervision
Standard Administrative	

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)	1970-71 (Actual)	1976-77 (Projected)
Lower Division	7,752	6,947	8,450
percent	50%	37%	33%
Upper Division	7,093	10,547	14,910
percent	46%	55%	59%
Graduate	651	1,580	1,940
percent	4%	8%	8%
TOTAL	15,496	19,074	25,300

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	3,248	4,220	35,775
Master's	461	922	6,614
TOTAL	3,709	5,142	42,389

SAN JOSE STATE COLLEGE
ESTABLISHED 1857

PROFILE (Cont.)

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phased Out	Approved
Bachelor's	73	1	3	0
Master's	52	6	1	0
Joint Doctoral		1		
TOTAL	125	8	4	0

---

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE POLYTECHNIC COLLEGE, SAN LUIS OBISPO

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Agricultural Business Management	BS					
Agriculture	MS					
Animal Science	BS					
Animal Technology				BS*		
Crops Science	BS					
Dairy Science	BS					
Farm Management	BS					
Food Industries	BS					
Fruit Science	BS					
Mechanized Agriculture	BS					
Natural Resources Management	BS					
Ornamental Horticulture	BS					
Poultry Industry	BS					
Soil Sciences	BS					
Architecture	BS-MS					
City and Regional Planning	BS		MCRP			
Landscape Architecture	BS+				MS	
Biochemistry	BS					
Biological Sciences	BS-MS					
Business Administration	BS-MBA					
Journalism	BS					
Computer Science	BS		MS			
Child Development	BS					
Education	MA					
Graphic Communications	BS					
Industrial Arts	BA-MA+					
Industrial Technology	BS**					
Physical Education	BS-MS					
Vocational Education	BVEd					

Note: Italicized programs are nationally accredited subject areas.

* Subject to review and comment by the Coordinating Council for Higher Education.

** Authorization to offer the BS degrees in both Engineering Technology and Industrial Technology has been granted to the college on an experimental basis. No other college will be authorized to offer both programs pending an evaluation of these experimental offerings in 1974 by the Chancellor's staff.

ACADEMIC MASTER PLAN: 1972-1977

CALIFORNIA STATE POLYTECHNIC COLLEGE, SAN LUIS OBISPO (Cont.)

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Aeronautical Engineering	BS					
Agricultural Engineering	BS					
Architectural Engineering	BS		MS*			
Construction Engineering	BS			MS*		
Electrical Engineering	BS					
Electronic Engineering	BS					
Engineering	MEngr					
Engineering Science	BS					
Engineering Technology	BS					
Environmental Engineering	BS					
Industrial Engineering	BS					
Measurement Science		BS*				
Mechanical Engineering	BS					
Metallurgical Engineering	BS					
Transportation Engineering	BS					
Dietetics and Food Administration			BS			
Home Economics	BS-MS					
English	BA-MA					
Speech	BA					
Mathematics	BS-MA,MS					
Statistics	BS					MS
Chemistry	BS-MS					
Physics	BS			MS		
Behavioral Science				BS		
Economics	BS					
History	BA					
Political Science	BA					
Social Sciences	BS					

Note: Italicized programs are nationally accredited subject areas.

* Subject to review and comment by the Coordinating Council for Higher Education.

CALIFORNIA STATE POLYTECHNIC COLLEGE, SAN LUIS OBISPO
ESTABLISHED 1901

PROFILE

Nationally Accredited Subject Areas:

Architecture
Industrial Engineering
Electronic Engineering
Chemistry
Environmental Engineering
Electrical Engineering
Metallurgical Engineering
Aeronautical Engineering
Mechanical Engineering
Engineering Technology

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary
Designated Services:	Counseling, Psychometry
Supervision:	Elementary, Secondary, Elementary Principal, Secondary Principal

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division	4,379		6,800		7,030	
percent		67%		58%		50%
Upper Division	2,083		4,674		6,380	
percent		31%		40%		46%
Graduate	77		303		590	
percent		1%		2%		4%
TOTAL	6,539		11,777		14,000	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	984	1,850	12,469
Master's	98	315	1,578
TOTAL	1,082	2,165	14,047

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phase Out	Approved
Bachelor's	49	4	0	1
Master's	12	7	0	1
TOTAL	61	11	0	2

*Reflects actions taken through March 1972.

SONOMA STATE COLLEGE
ESTABLISHED 1960

PROFILE

Accredited Standard Credential Programs.

Teaching:	Elementary, Secondary, Early Childhood Education
Teaching, Restricted Education:	Educable Mentally Retarded, Trainable Mentally Retarded
Teaching, Specialized Preparation:	Mental Retardation

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)	1970-71 (Actual)	1976-77 (Projected)
Lower Division	349	1,156	2,040
percent	53%	30%	27%
Upper Division	301	2,568	5,210
percent	46%	66%	69%
Graduate	7	142	350
percent	1%	4%	4%
TOTAL	657	3,866	7,600

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	118	761	2,637
Master's	–	81	160
TOTAL	118	842	2,797

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phase Out	Approved
Bachelor's	33	2	0	1
Master's	10	7	0	0
TOTAL	43	9	0	1

*Reflects actions taken through March 1972.

ACADEMIC MASTER PLAN: 1972-1977

SONOMA STATE COLLEGE

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
European Studies	BA					
India Studies	BA					
Biology	BA-MA					
Management	BA	MA				
Counseling	MA					
Education	MA					
Physical Education	BA-MA					
Art	BA			MA		
Music	BA		MA			
Theatre Arts	BA					
French	BA					
German	BA					
Spanish	BA-MA*					
Health Science				BA		
Nursing	BS+					
English	BA-MA					
Philosophy	BA					
Mathematics	BA,BS-MA					
Chemistry	BA-BS					
Geology	BA	BS				
Physics	BA,BS					
Psychology	BA-MA					
Afro-American Studies	BA					
Anthropology	BA		MA			
Economics	BA				MA	
Geography	BA			MA		
History	BA-MA					
Mexican-American Studies	BA					
Political Science	BA-MA					
Sociology	BA	MA				
Urban Studies	BA					
Biology and Mathematics	BA					
Liberal Studies	BA					
Special Major	BA					

---

* No new students are being admitted to the MA in Spanish until 1974-75.

+ Degree program has been approved by the Chancellor's Office for 1972-73.

ACADEMIC MASTER PLAN: 1972-77

STANISLAUS STATE COLLEGE

Degree Terminologies	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
Biological Sciences	BA		MA			
Business Administration	BA	MBA				
Education	MA					
Physical Education	BA					
Art	BA					
Drama	BA					
Music	BA					
French	BA					
Spanish	BA					
English	BA-MA					
Speech	BA-MA					
Mathematics	BA,BS+		MA			
Chemistry	BA,BS+					
Physical Sciences	BA		MS			
Physics	BA					
Psychology	BA-MS+					
Anthropology	BA					
Economics	BA					
Geography		BA				
History	BA-MA					
Political Science	BA					
Social Sciences	BA					
Sociology	BA					
Special Major	BA					

+ Degree program has been approved by the Chancellor's Office for 1972-73.

STANISLAUS STATE COLLEGE
ESTABLISHED 1957

PROFILE

Accredited Standard Credential Programs:

Teaching:	Elementary, Secondary
Teaching, Specialized Preparation:	Speech and Hearing Handicapped

Annual Full-Time Equivalent Enrollment (Six-Year Comparative Figures)

	1964-65 (Actual)		1970-71 (Actual)		1976-77 (Projected)	
Lower Division	9		968		2,260	
percent		3%		41%		38%
Upper Division	297		1,287		3,440	
percent		91%		55%		57%
Graduate	19		100		300	
percent		6%		4%		5%
TOTAL	325		2,355		6,000	

Degrees Granted

	1964-65	1970-71	1960-61 to 1970-71
Bachelor's	119	502	2,218
Master's	2	19	51
TOTAL	121	521	2,269

Number of Degree Programs Offered

	Existing Fall 1971	Projected 1972-73 to 1976-77	Projected for 1972-73*	
			Phase Out	Approved
Bachelor's	22	1	0	2
Master's	4	4	0	1
TOTAL	26	5	0	3

*Reflects actions taken through March, 1972.

ACADEMIC MASTER PLAN: 1972-1977

INTERNATIONAL PROGRAMS

Location	Existing Programs	Proposed Programs Programs to be operating not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
AFRICA						
Ghana						
University of Ghana	IP					
Other*					IP	
ASIA						
Japan						
Waseda University, Tokyo	IP					
Taiwan						
National Chengchi University, Taipei	IP					
Other*				IP		
AUSTRALIA-NEW ZEALAND						IP
EUROPE						
Denmark						
University of Copenhagen			IP			
France						
University of Aix-Marseille	IP					
Germany						
Free University of Berlin	IP					
University of Heidelberg	IP					
Italy						
University of Florence	IP					
Spain						
University of Granada	IP					
University of Madrid	IP					
Sweden						
University of Stockholm	IP					
University of Uppsala	IP					

Note: Each year up to 10% of the total enrollment may be used for special placement at other institutions depending upon academic and professional requirements of qualified students.

* Selection of the specific country and/or institution will depend upon future negotiations.

INTERNATIONAL PROGRAMS (Cont.)

Location	Existing Programs	Proposed Programs Programs to be operating not earlier than: 1972-73	1973-74	1974-75	1975-76	1976-77
United Kingdom						
Oxford University	IP					
University of Leicester	IP					
LATIN AMERICA						
Colombia						
University of the Andes, Bogota	IP					
Other*					IP	
MIDDLE EAST						
Israel						
Hebrew University, Jerusalem	IP					
Tel-Aviv University	IP					
Other*						IP

---

* Selection of the specific country and/or institution will depend upon future negotiations.

> *Liberal education [illegible]*
> *education which [illegible]*
> *go on to [illegible]*
> *professional [illegible]*
> *of the [illegible]*
> *profession [illegible]*
> *society and [illegible]*
> *toward the [illegible]*
> *humanity, the [illegible]*
> *of human rights, the [illegible]*
> *beauty and [illegible]*
> *human achievement [illegible]*
> *students, and [illegible]*
> *knowledge should be [illegible]*
>
> *Students Without Teachers:*
> *The Crisis in the Univer[illegible]*
> *McGraw-Hill, 1969*

Part Two:

Systemwide Degree Program Summary

SYSTEMWIDE SUMMARY OF EXISTING AND PROJECTED DEGREE PROGRAMS

The following charts list existing and projected degree programs by subject area, college, and geographic area. An existing degree program is indicated by the abbreviated form of the degree, e.g., BA for bachelor of arts. Degree programs with years shown directly underneath are projected programs, subject to review and approval before implementation in the year indicated. When a projected degree program is footnoted in the Academic Master Plan charts to indicate that a recommendation by the Office of the Chancellor has been deferred, it is so indicated on the following systemwide summary by the use of parentheses around the projection year.

It should be noted that the listing of degree programs neither reflects the academic administrative organization of individual colleges nor does it necessarily indicate the breadth of offerings available at a particular college. The degree survey does *not* index the many options, special emphases, and elective possibilities within existing or projected degree programs. For example, a BA degree in Business Administration is commonly comprised of options or specializations in such fields as Accounting, Finance, Marketing and Real Estate. Labels such as degree, major option, concentration, specialization, emphasis, etc., may thus have various interpretations and uses. In addition, the actual nature of a specific degree program may depend in considerable part on the use the student makes of elective courses.

The following charts are organized in accordance with the subject area discipline divisions of the Higher Education General Information Survey (HEGIS). The HEGIS classification structure, explained more fully in Section Three, provides for the following categories within which degree programs are listed on the charts:

Agriculture and Natural Resources
Architecture and Environmental Design
Area Studies
Biological Sciences
Business and Management
Communications
Computer and Information Sciences
Education
Engineering
Fine and Applied Arts
Foreign Languages
Health Professions
Home Economics
Letters
Library Science
Mathematics
Physical Sciences
Psychology
Public Affairs and Services
Social Sciences
Interdisciplinary Studies

Systemwide summaries of the information in the "campus profiles" (Section I) follow the subject area charts.

AGRICULTURE AND NATURAL RESOURCES (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Agricultural Biology																		BS	
Agricultural Business														BS					
Agricultural Business Management																		BS MS 76	BS
Agricultural Education														BS					
Agricultural Science														BS					
Agriculture														MS		BS MS			MS
Agronomy																		BS	
Animal Science																		BS MS 72	BS
Animal Technology																			BS 74
Crops Science																			BS
Dairy Science																			BS
Environmental Resources											BS								
Farm Management																			BS
Fisheries																	BS MS		
Food Industries																			BS
Forestry																	BS MS		

AGRICULTURE AND NATURAL RESOURCES (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Fruit Industries																		BS	
Fruit Science																			BS
International Agriculture																		BS	
Mechanized Agriculture																			BS
Natural Resources																	BS MS 72		
Natural Resources Management																			BS
Ornamental Horticulture																		BS	BS
Poultry Industry																			BS
Range Management																	BS MS 76		
Soil Science(s)																		BS	BS
Water Resources Management																		BS 75	
Watershed Management																	MS		
Wildlife Management																	BS MS		

ARCHITECTURE AND ENVIRONMENTAL DESIGN (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Architecture																		BS MArch	BS MS
City Planning												MCP							
City and Regional Planning														MCRP					BS MCRP 73
Interior Design								BA											
Landscape Architecture																		BS MLA	BS+ MS 72 75
Urban Planning								MUP										BS MUP	

+ Degree program has been approved by the Chancellor's Office for 1972-73.

AREA STUDIES (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
American Studies	BA MA		BA 75	BA 76	BA MA 74	BA 73	BA	BA	BA 76			BA MA				BA MA 73			
Asian Studies			MA+ 72	BA 73	BA 73				MA 75			BA MA		MA 75			AB		
European Studies										BA		BA							
India Studies										BA									
Latin American Studies	BA MA		BA 76	MA 75	BA	BA 72			BA		BA 76	BA MA		BA		BA			
Russian Area Studies					BA							BA							

+ Degree program has been approved by the Chancellor's Office for 1972-73.

BIOLOGICAL SCIENCES

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREA						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Biochemistry	BS		MS																BS
Biological Science(s)		BA MA 73			BA			BA MA	BS MA		BA MA BS MS				BA MA 73	BA MA		MS	BS MS
Biology	BA		BA MA	BA MS	MA	BA MA 72	BA MA BS MS 72 72			BA MA		BA MA BS MS	BS+ MS 72 75	BA MA			BA MA	BS	
Botany	BA MA		BS					BA				BA BS		BA		MA PhD* 72	BA	BS	
Ecology				BS 73			MA 74					PhD**							
Entomology			BA					BS MS 72											
Genetics												PhD***							
Marine Biology			BS		MA 73														
Microbiology	BA MS		BS MS				BA MA 72 73 BS MS 72 73	BA MA BS				BA BS MS		BA MA BS		BA MA 74		BS	
Zoology	BS MS		BS					BA				BA MS BS 74		BA			BA	BS	

+ Degree program has been approved by the Chancellor's Office for 1972-73.
* The proposal for a joint doctoral degree in Botany between Chico State College and the University of California, Davis, was approved by the Joint Graduate Board on June 11, 1970.
** The PhD in Ecology is offered jointly with the University of California, Riverside.
*** The PhD in Genetics is offered jointly with the University of California, Berkeley.

BUSINESS AND MANAGEMENT (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Aeronautics Administration								MS 73											
Business							BA	BS MS											
Business Administration	BS MS MBA	MBA	BA MBA BS MS	BS MS MBA	BA MBA	BA MA 76	MA MBA	BS MBA	BS MBA		BS MS MBA	BS MS MBA	BS MBA 73	BS MS MBA	BA MBA 72	BS MBA	BA MA	BS MS MBA	BS MBA
Business Education	BA MA		BS	BA				MA			MA					BA MA			
Hotel and Restaurant Management																		BS 73	
International Business												MS 74							
Management										BA MA 72									
Management Science(s)	BS								MS 72										
Public Relations								BA											

COMMUNICATIONS (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Advertising								BA											
Communication(s)					BA MA														
Communication Arts																		BS	
Journalism	BA		BA	BA			BA MA 73	BA			BA	BA		BA			BA		BS
Mass Communication(s)			MA 74	MA				MS	BA MA 73 76			MS		MA		BA MA 75			
Radio-Television							BA MA					BA MA BS MS 75							
Radio-/and Television Broadcasting	BA		BA	BA				BA						BA					

COMPUTER AND INFORMATION SCIENCES (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Cybernetic Systems								MS											
Computer Science(s)				BA+ MS 72 75	BS MS 74		BA MA 72 75				BS MS 75	MS 72		MS 74		BS MS		BS 73	BS MS 73

+ Degree program has been approved by the Chancellor's Office for 1972-73.

EDUCATION (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Child Development	BA		BS 73	BA					BS		BA	BS		BS		BA			BS
Counseling	MS		MS						MS	MA	MS	MS		MA					
Education	MA	MA	MA MED 73	MA	MS	MA 72	MA EdD* PhD*	MA	MS	MA	MA	MA	MA+ 72	MA	MA	MA	MA	MA	MA
Graphic Communications																			BS
Industrial Arts	BA		BA MA				BA MA	BA MA				BA MA		BA MA		BA MA	BA		BA MA+ 72
Industrial Design			BS					BS MS 72											
Industrial Education	MA																		
Industrial Technology	BS		BS					BS				BS 72		BS		BS			BS
Physical Education	BA MA		BA MA	BA MA	BS MS		BA MA	BS MA	BS MS	BA MA	BA MA	BA MA	BA 74	BA MA	BA	BA MA	BA MA	BS MS	BS MS
Special Education	PhD**		MS	MS 72										MA					
Vocational Education	BVEd		BVEd MVEd 73				BVEd	BVEd			BVEd	BVEd		BVEd		BVEd			BVEd

+ Degree program has been approved by the Chancellor's Office for 1972-73.
* The EdD and PhD in Education with emphasis in Special Education are offered jointly with the University of California, Berkeley.
** The PhD in Special Education is offered jointly with the University of California, Los Angeles.

ENGINEERING (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Aeronautical Engineering																			BS
Aeronautics								BS MS 76											
Aerospace Engineering												MS						BS	
Agricultural Engineering																		BS	BS
Architectural Engineering																			BS MS 73
Chemical Engineering			BS					BS MS										BS	
Civil Engineering	MS		MS					BS MS CE 76				MS		BS		BS MS 75		BS	
Construction Engineering																			BS MS 74
Electrical and Electronic Engineering																		BS	
Electrical Engineering	MS		MS EE 75					BS MS EE 74				MS		BS		BS			BS
Electronic Engineering																			BS

ENGINEERING (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Engineering	BS		BS MS	BS MS	BS MS		BS	BS			BS MS	BS		MS 74				MEngr 72	MEngr
Engineering Science																			BS
Engineering Technology											BS 73							BS	BS
Environmental Engineering																			BS
Environmental Resources Engineering																	BS		
Industrial Administration								BS											
Industrial and Systems Engineering								BS MS											
Industrial Engineering														BS				BS	BS
Materials Science								BS MS PhD 72											
Measurement Science																			BS 72
Mechanical Engineering	MS		MS					BS MS				MS		BS		BS		BS	BS
Metallurgical Engineering																			BS

ENGINEERING (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Surveying and Photogrammetry														BS					
Transportation Engineering																			BS

FINE AND APPLIED ARTS (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Art	BA MA BFA MFA (74) (76)	BA	BA MA BS BFA MFA (72) (74)	BA MA	BA MA MFA (73)	BA	BA MA BFA MFA (72)(75)	BA MA BFA MFA (72)(75)	BA MA 73	BA MA 74	BA MA MFA (74)	BA MA BFA MFA (72)(75)	BA 74	BA MA MFA (73)	BA	BA MA BFA MFA (73)(76)	BA MA	BA 74	
Creative Arts							BA MA												
Drama	BA MA			BA MA BFA (74)		BA	BA MA	BA MA	BA MA 74		BA MA	BA MA BFA (74)			BA	BA MA		BA+ 72	
Film							BA MA												
Fine Art(s)								BA					BA MA 75			BA			
Graphic Design								BA											
Music	BA MA BM MM (72)(75)	BA	BA MA BM MM (73)	BA MA BM (72)	BA MA BM MM (72)	BA	BA MA BM MM (73)	BA MA BM MM (73) (76)	BA MA BM (72)	BA MA 73	BA MA BM (72)	BA MA BM	BA 74	BA MA BM MM (72)(75)	BA	BA MA BM (72)	BA MA	BA+ 72	
Speech and Drama													BA 75						
Theater Arts			BA MA		BA MA					BA				BA MA 72			BA MA		

+ Degree program has been approved by the Chancellor's Office for 1972-73.

FOREIGN LANGUAGES (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Chinese							BA MA												
French	BA MA	BA	BA MA	BA MA	BA MA	BA	BA MA	BA MA	BA MA	BA	BA MA	BA MA	BA 74	BA	BA	BA	BA		
German	BA	BA 73	BA MA	BA	BA MA	BA 74	BA MA	BA	BA	BA	BA MA	BA MA	BA 75	BA		BA	BA		
Italian							BA MA												
Japanese	BA 72						BA												
Latin								BA											
Russian							BA MA					BA MA		BA					
Spanish	BA MA	BA MA 73	BA MA	BA MA	BA MA	BA MA 74	BA MA	BA MA	BA MA 73	BA MA	BA MA	BA MA	BA MA 76	BA MA	BA	BA	BA MA 74		

HEALTH PROFESSIONS (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Clinical Science							BA												
Communicative Disorders							BA							BA MA					
Environmental Health (Science)	BS											BS							
Health and Safety Studies	BA MA										BA MA								
Health Education			BA																
Health Science			MA 74	BS MS	BS 75		BA MS	BA MA	BS 74	BA 74		BS MA	BS 74	BA MS		BS MS 75			
Medical Technology	BS																		
Nursing	BS MS		BS MS 75	BS 75	BS MS 76 76		BS MS 74	BS MS	BS+ 72	BS+ 76	BS MS 73	BS MS 73	BS+ MS 73 76	BS MS		BS MS	BS		
Occupational Therapy								BS MS				BS 73		BS 72					
Physical Therapy	BS 74		BS					BS 74						BS					
Public Health			MPH 74																
Rehabilitation Counseling							MS							MA					
Speech Pathology	BA																		
Speech Pathology and Audiology	MA							BA	BS MS 73		BA MA+ 74	BA MA				BA MA 72 74	BA MA		

+ Degree program has been approved by the Chancellor's Office for 1972-73.

HOME ECONOMICS (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Dietetics														BS 73					
Dietetics and Food Administration																			BS 73
Foods and Nutrition																		BS	
Home Economics	BA MA BS MS 75		BA MA BS	BS MS			BA MA	BA MA			BA MA 72	BA MS		BA MS		BA MS 73	BA	BS	BS MS

LETTERS (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Classics			BA 76	BA 76			BA					BA							
Comparative Literature	BA MA 73 76		MA 76		BA MA		BA MA					BA		MA 76		BA 76			
English	BA MA	BA MA	BA MA	BA MA	BA MA	BA MA 73	BA MA	BA MA	BA MA	BA MA	BA MA	BA MA	BA MA 73	BA MA	BA MA	BA MA	BA MA	BA MA+ 72	BA MA
Humanities						BA	BA MA				BA+ 72					BA MA 73		BA	
Linguistics	MA 75	MA 75	MA	BA MA 73	BA MA			MA	BA 72			MA		BA MA 72					
Philosophy	BA MA	BA	BA MA	BA MA	BA	BA	BA MA	BA MA	BA	BA	BA	BA MA	BA+ 72	BA		BA	BA	BA+ 72	
Philosophy and Religion							BA												
Religious Studies			BA 74	BA	BA						BA 75	BA		BA 76					
Speech				BA MA					BA MA					BA MA	BA MA	BA MA			BA
Speech Communication	BA MA		BA MA		BA MA		BA MA	BA MA			BA MA	BA MA					AB MA		

+ Degree program has been approved by the Chancellor's Office for 1972-73.

LIBRARY SCIENCE (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Librarianship								MA											
Library Science					MS														

MATHEMATICS (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Mathematics	BA BS MS	BA MA 74	BA BS MS	BA MS	BA MA	BA MA 74	BA MA	BA MA MS	BS MS	BA MA BS	BA MA MS	BA MA MS	BS MS 75	BA MA MS	BA MA BS+ 73 72	BA MA 74	BA MA 74	BS MS+ 72	BS MS MA
Statistics							BS		BS MS			MS							

+ Degree program has been approved by the Chancellor's Office for 1972-73.

PHYSICAL SCIENCES (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Astronomy												BA MS							
Chemical Physics												BS							
Chemistry	BA BS MS	BA	BA BS MS	BS MS BA MA 73 73	BA MA	BA	BA BS MS	BA BS MS	BA BS MS	BA BS	BA BS MS	BA MA BS MS PhD*	BS+ 72	BA BS MS	BA BS + 72	BA	BA BS	BS MS	BS MS
Earth Science(s)			BS	BA	BA	BA 75			BS MS 74				BS					BS	
Geology	BA BS MS 73**		BS MS 73**	BS MS 72**			BA	BA BS MS		BA BS 72	BA	BA BS MS		BA MA		BA	BA		
Meteorology								BS MS											
Oceanography																	BS MS 73		
Physical Science(s)				BS			BA MA	BA	BS		BA	BA MA	MS 76		BA MS 73	BA MA	MA 75		
Physics	BA BS MS	BA	BA MA BS MS	BS MS	BA MA 72	BA	BA BS MS 72	BA MA BS MS	BA MS	BA BS	BA	BA MA BS MS	BS 73	BA MA BS MS	BA	BA	BA BS	BS	BS MS 74
Radiological Physics												MS+ 73							

+ Degree program has been approved by the Chancellor's Office for 1972-73.
* The PhD in Chemistry is offered jointly with the University of California, San Diego.
** Cooperative master's degree proposed at Los Angeles, Long Beach, and San Fernando Valley.

PSYCHOLOGY (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS							CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Behavioral Science(s)		MA		BA MA 73 76				BA					MA 73					BA+ 72	BS 74
Psychology	BA MA MS	BA MA 74	BA MA MS+ 72	BA MA	BA MA	BA MA 73	BA MA MS	BA MA MS	BA MA 72	BA MA	BA MA	BA MA MS	BA	BA MA	BA MS+	BA MA	BA MA		

+ Degree program has been approved by the Chancellor's Office for 1972-73.

PUBLIC AFFAIRS AND SERVICES (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Corrections											BA					MS			
Criminal Justice											BA MA+ 72								
Criminal Justice Administration								BS MS				BS MS							
Park Administration																		BS	
Police Science and Administration	BS MS																		
Public Administration	MS		MS		MPA				MPA		MPA	BA MPA	BS 75	BA		BA MPA			
Recreation	BS MS		BA	BS MS	BA 74		BA MS	BS MS	BS					BS MS 73					
Recreation Administration			MS								BA MS	BA MA 72				BA MA		BS+ 72	
Social Service(s)								BA										BS	
Social Welfare			BA				BA				BA	BA		BA		BA	BA		
Social Work	MSW 76		MSW 75				MSW	MSW	MSW 76		MSW	MSW MSSW		MSW					

+ Degree program has been approved by the Chancellor's Office for 1972-73.

SOCIAL SCIENCES (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Afro-American Studies	BA			BA						BA		BA							
Anthropology	BA MA	BA	BA MA	BA MA	BA MA	BA	BA MA	BA	BA MA	BA MA 73	BA MA	BA MA	BA+ 72	BA	BA	BA MA			
Asian American Studies							BA 72												
Black Studies			BA 72				BA	BA	BA							BA			
Criminology			BS MS											BS MS					
Criminalistics	MS																		
Economics	BA MA	BA	BA MA	BA MA	BA MA	BA	BA MA	BA MA	BA MA	BA MA 75	BA MA	BA MA	BA	BA MA	BA	BA	BA MA	BS MS	BS
Ethnic Studies					BA						BA								
Geography	BA MA	BA MA 75	BA MA	BA MA	BA MA	BA	BA MA	BA MA	BA MA	BA MA 74	BA MA 73	BA MA		BA MA	BA 72	BA MA	BA		
Government											BA MA								
History	BA MA	BA MA 74	BA MA	BA MA	BA MA	BA MA 72	BA MA	BA MA	BA MA	BA MA	BA MA	BA MA	BA MA 73	BA MA	BA MA	BA MA	BA MA	BA MA 73	BA
International Affairs											MA								
International Relations							BA MA									BA			
Mexican-American Studies	BA		BA+ 72	BA			BA 72	MA	BA	BA		BA							

+ Degree program has been approved by the Chancellor's Office for 1972-73.

SOCIAL SCIENCES (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Political Science	BA MA	BA MA 76	BA MA	BA MA	BA MA	BA MA 73	BA MA	BA MA	BA MA	BA MA		BA MA	BA	BA MA	BA	BA MA	BA MA 73	BA MA 76	BA
Social Science(s)	BA MA				MA	BA	BA MA	BA MA			BA MA	BA MA		BA	BA	BA MA	BA MA	BS	BS
Sociology	BA MA	BA MA 72	BA MA	BA MA	BA MA	BA MA 75	BA MA	BA MA	BA MA	BA MA 72	BA MA	BA MA	BA	BA MA 74	BA	BA MA	BA MA		
Urban Studies	BA 72	BA	BA 74	BA	MS 72	BA 76	BA			BA		BA MA 72 75							

INTERDISCIPLINARY STUDIES (Existing and Projected Degrees)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona KV	San Luis Obispo
Biology and Mathematics										BA									
Environmental Studies			BA 75		MA 72			BA BS	MS 73		BA MA 74								
Government-Journalism											BA								
Human Relations					BA 72														
Liberal Studies	BA 73		BA 73	BA 72	BA 72			BA	BA	BA						BA 72	BA	BA 72	
Natural Science(s)								BA MA								BA		BS 74	
Philosophy-Psychology								BA											
Special Major	BA		BA	BA	BA MA		BA MA	BA MA MS	BA BS	BA	BA	BA	BA	BA	BA	BA	BA BS	BA	

SYSTEMWIDE PROFILE

The information presented in the profile pages of Section I is here summarized in systemwide form. Of the charts that follow, two merit special explanation, namely the summary of accredited subject areas and the listing of accredited and non-accredited standard credential programs.

Accredited Subject Areas

Accreditation of curricular programs by national professional agencies is often a requirement for employment upon graduation, as well as supporting grants. The national professional accrediting agencies listed on the following chart are all recognized by the National Commission on Accrediting, an independent educational agency supported by the colleges and universities in the United States to improve the operation and effectiveness of accreditation in higher education.

The importance of the accreditation of curricular programs by national professional agencies was underscored by a Board of Trustees resolution of April 1968 calling for the Office of the Chancellor to ascertain and budget for each State College the anticipated cost involved in such accrediting procedures. Additional concern for the accreditation of professional degrees was expressed by the Educational Policies Committee of the Board of Trustees in September 1969. The committee felt that "departments should not move into the master's field until a solid undergraduate program has been established and is in fact accredited, provided national professional accreditation is available in the subject field."

The 112 accredited programs shown on the following chart represent an increase of 18 over the 94 accredited programs reported last year. As recently as 1966, the number of curricular programs in The California State University and Colleges which were accredited by national professional agencies stood at 53.

Accreditation of Standard Credential Programs

Assurance that the State University and Colleges are competently carrying out the mandated function of teacher preparation comes from another agency, namely the State Board of Education. Its accreditation of standard credential programs assures that colleges have fully developed quality programs which enable students to meet the statutory requirements for standard teaching credentials.

Elementary and secondary credential programs are offered by every State University and College, and all are accredited except for those at the newly established Bakersfield campus. In addition, many State Universities and Colleges offer credentials in special preparation and restricted education areas, as well as designated subjects and services, supervision, and administration. Students who complete teacher preparation programs at colleges accredited by the State Board of Education may be certified through college recommendation, and thus need not apply directly to the State Board of Education.

Gradually replacing the procedure of specific credential accreditation is an "approved program" approach. The approved program concept – under which the new Early Childhood Education credentials have already been recognized – will eventually constitute an overall approval of an institution's teacher training program. Additional changes in the credential structures themselves will be forthcoming as a result of the Teacher Preparation and Licensing Law of 1970. While it can be anticipated that instruction will still be offered in the areas indicated in the chart of credential programs, the terminologies and structures will be revised in future years.

ACCREDITED SUBJECT AREAS IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona	San Luis Obispo
Architecture																			•
Landscape Architecture																		•	
Business	•		•		•		•	•			•	•		•					
Creative Arts																			
Art			•																
Music	•		•	•	•		•	•	•		•	•		•		•			
Education																			
Teacher Education	•		•		•		•	•			•	•		•		•			
Engineering	•			•															
Aeronautical Engineering																			•
Aerospace Engineering												•						•	
Chemical Engineering								•											
Civil Engineering			•					•			•	•		•		•		•	
Electrical and Electronic Engineering												•						•	
Electrical Engineering			•					•			•			•		•			•
Electronic Engineering																			•
Engineering Materials			•																
Engineering Technology																			•
Environmental Engineering																			•
Industrial Engineering								•											•
Materials Science								•											
Mechanical Engineering			•					•			•	•		•		•		•	•
Metallurgical Engineering																			•

ACCREDITED SUBJECT AREAS IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES (Cont.)

PROGRAMS	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona	San Luis Obispo
Health Sciences																			
Community Health Education				•															
Nursing	•		•				•	•			•	•		•		•	•		
Occupational Therapy								•											
Physical Therapy			•	•															
Speech Pathology and Audiology				•[1]	•		•							•[1]		•[1]			
Humanities																			
Advertising								•											
Journalism				•	•		•	•				•		•					
Librarianship																			
Sciences																			
Chemistry	•		•	•	•	•	•	•	•		•	•		•			•	•	•
Social Sciences																			
Social Work							•				•	•		•					

[1] Accredited under Interim Standards.

ACCREDITED SUBJECT AREAS IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES (Cont.)

Accrediting Agencies:

Architecture:	*National Architectural Accrediting Board
Art:	*National Association of Schools of Art
Business:	*American Association of Collegiate Schools of Business
Chemistry:	*American Chemical Society, Committee on Professional Training
Engineering:	*Engineers' Council for Professional Development
Home Economics:	American Home Economics Association
Journalism:	*American Council on Education for Journalism
Landscape Architecture:	*American Society of Landscape Architects
Librarianship:	*American Library Association
Music:	*National Association of Schools of Music
Nursing:	*National League for Nursing
Occupational Therapy:	*Council on Medical Education of the American Medical Association in collaboration with the Council on Education of the American Occupational Therapy Association
Physical Therapy:	*American Medical Association in collaboration with the American Physical Therapy Association
Social Work:	*Council on Social Work Education
Speech Pathology and Audiology:	*American Speech and Hearing Association
Teacher Education:	*National Council for Accreditation of Teacher Education

Source:

Accredited Institutions of Higher Education, 1971-72, American Council on Education.

ACCREDITED AND NON-ACCREDITED STANDARD CREDENTIAL PROGRAMS IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

* accredited credential programs
o credential programs currently offered but not accredited

	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
PROGRAMS	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona	San Luis Obispo
TEACHING:																			
Elementary	*	*	*	*	*	*	*	*	*	*	*	*	o	*	*	*	*	*	*
Secondary	*	*	*	*	*	*	*	*	*	*	*	*	o	*	*	*	*	*	*
Early Childhood Education	*					o	*		*	*	o			*		*			
Restricted Education:																			
• deaf and hard of hearing	*			*			*	*						*					
• deaf-blind							*												
• educable mentally retarded	*	o	o	*	*		*	*		*	*			*		o			
• trainable mentally retarded	*	o	o	*	*		*	*		*	*					o			
• orthopedically handicapped	*						*												
• speech and hearing specialist	*		o	*	*		*	*			*			*		*	o		
• visually handicapped	*						*												
• visually handicapped in mobility	*						*												
Specialized Preparation:																			
• deaf and hard of hearing	*			o			*					*		*					
• librarianship			*		o			*			*	*				o			
• mental retardation	*	o	*	*	*		*	*		*	*	*		*					
• orthopedically handicapped	*						*												
• speech and hearing handicapped	*		*	*	*		*	*			*	*		*	*	*	*		
• visually handicapped	*						*												

* accredited credential programs
o credential programs currently offered but not accredited

ACCREDITED AND NON-ACCREDITED STANDARD CREDENTIAL PROGRAMS IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
PROGRAMS	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona	San Luis Obispo
DESIGNATED SUBJECTS:																			
driver education and driver training	*		*				*	o		o	*	o		*		*	o		
DESIGNATED SERVICES – Health:																			
school nurse	o		*	*				*			o	*		*		*			
DESIGNATED SERVICES – Pupil Personnel Services:																			
child welfare (and attendance)	*	o	*	*	*			*	*		o			o		*			o
counseling	*	o	*	*	*		*	*	*		*	*		*		*	*		*
mobility instruction for the visually handicapped	o																		
psychology	*	o	*	*	*		*	*	*		*	*		*		*	*		
psychometry	*	o	*	*	*		*	*	*		*	*		*		*	*		*
rehabilitation counseling	*				o						*			o					
school social work											o	*		*					
SUPERVISION:																			
elementary supervision	*		*	*	*		*	*	*		*	*		*		*	*		*
secondary supervision	*		*	*	*		*	*	*		*	*		*		*	*		*
elementary principal	*		*	*	*		*	*	*		*	*		*		*	*		*
secondary principal	*		*	*	*		*	*	*		*	*		*		*	*		*
general pupil personnel services	*		o	*	*		*	*	*		*	*					o		o
library services	*		o		*		o	*			o	*							

ACCREDITED AND NON-ACCREDITED STANDARD CREDENTIAL PROGRAMS IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

* accredited credential programs
o credential programs currently offered but not accredited

	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS							CAL POLY	
PROGRAMS	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona	San Luis Obispo
instructional aids	*		o	*	*		*	*				*							
special education	*	o	o	*	o		*	*				*		o					
school health services	*		o	*			*	*				*							
subject field supervision	*				*		*	*	*		o	*							o
STANDARD ADMINISTRATIVE:	*		o	*			*	*				o		o					

REPORTED AND PROJECTED FULL-TIME EQUIVALENT ENROLLMENTS: 1964-1965 THROUGH 1980-1981*

	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY	
	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona (K-V)	San Luis Obispo
Reported																			
1964-65	12,021	—	11,652	8,538	3,149	—	11,592	15,496	2,860	657	6,192	12,071	238	6,374	325	4,447	2,446	4,037	6,539
1965-66	11,436	38	13,181	9,408	4,236	249	11,921	15,306	3,535	853	6,752	12,714	210	6,785	464	5,165	2,739	4,463	6,804
1966-67	11,934	118	14,550	10,339	5,290	515	13,635	16,491	4,153	1,145	7,570	14,073	233	7,406	706	5,835	2,971	4,882	7,457
1967-68	12,452	403	16,090	11,684	6,438	807	13,585	17,464	5,253	1,634	8,980	15,557	281	8,187	934	6,759	3,460	5,390	8,102
1968-69	13,441	890	18,361	13,471	7,913	1,128	13,285	18,316	6,675	2,527	10,491	17,529	358	9,305	1,347	7,431	4,168	6,345	9,303
1969-70	14,684	1,586	19,027	15,639	9,526	1,611	13,688	18,758	7,686	3,154	11,962	18,672	475	11,294	1,867	8,712	4,840	7,183	10,702
1970-71	15,348	2,262	19,854	17,843	10,656	2,003	14,446	19,074	9,149	3,866	12,639	20,035	852	12,334	2,355	9,661	5,253	7,835	11,777
Projected**																			
1971-72	17,000	2,640	20,120	19,500	11,590	2,850	14,080	19,980	11,400	4,370	13,770	20,510	1,250	14,150	2,870	10,200	5,700	9,000	11,700
1972-73	18,000	3,940	20,500	20,000	13,100	3,400	15,200	21,500	12,400	4,600	14,200	22,000	1,700	14,200	3,600	11,100	6,200	9,500	12,000
1973-74	19,150	4,950	20,500	21,200	14,600	3,750	15,200	23,300	13,900	5,350	15,500	23,800	2,400	15,200	4,200	12,350	6,500	10,600	12,500
1974-75	20,300	5,950	22,400	22,900	15,700	4,350	16,400	24,600	15,000	6,100	16,400	23,800	2,900	16,100	4,800	12,900	7,000	11,500	13,000
1975-76	20,800	6,850	23,300	23,900	16,700	5,000	17,300	24,600	15,900	6,850	17,100	25,900	3,400	16,800	5,400	13,500	7,400	12,300	13,500
1976-77	21,300	7,750	24,000	24,800	17,700	5,500	17,900	25,300	16,700	7,600	17,700	26,600	3,900	17,300	6,000	14,000	7,800	12,800	14,000
1977-78	21,750	8,550	24,500	25,500	18,300	6,000	18,500	26,000	17,300	8,350	18,200	27,200	4,400	17,800	6,600	14,500	8,000	13,300	14,500
1978-79	22,200	9,250	24,900	26,000	18,900	6,500	19,000	26,250	17,800	9,100	18,500	27,700	4,900	18,200	7,200	14,700	8,200	13,700	15,000
1979-80	22,700	9,850	25,200	26,300	19,300	6,900	19,400	26,250	18,200	9,750	18,800	27,900	5,400	18,400	7,700	14,900	8,400	14,000	15,500
1980-81	22,900	10,450	25,400	26,500	19,700	7,200	19,600	26,250	18,500	10,400	19,000	28,100	5,900	18,600	8,200	15,100	8,600	14,200	16,000

*Division of Institutional Research, August, 1971.

**Projected figures are subject to annual revision.

UNDERGRADUATE DEGREES GRANTED, BY COLLEGE, 1956-1957 THROUGH 1970-1971

	LOS ANGELES AREA						SAN FRANCISCO AREA				OTHER AREAS								CAL POLY		
Programs	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona (K-V)	San Luis Obispo	All State College
1956-57	1,119	–	763	–	–	–	1,260	1,765	–	–	855	947	–	952	–	330	156	54	508	8,709
1957-58	1,305	–	980	164	–	–	1,341	1,834	–	–	642	1,053	–	1,107	–	434	154	68	655	9,737
1958-59	1,360	–	1,127	233	–	–	1,423	1,947	–	–	747	1,138	–	1,174	–	531	236	79	775	10,770
1959-60	1,510	–	1,218	314	5	–	1,461	1,884	–	–	805	1,138	–	1,149	–	477	235	143	706	11,045
1960-61	1,699	–	1,338	380	65	–	1,551	1,974	24	–	833	1,239	–	1,081	87	552	260	268	692	12,043
1961-62	1,868	–	1,490	465	220	–	1,670	2,218	64	41	856	1,252	–	1,179	127	585	264	304	678	13,281
1962-63	2,111	–	1,507	656	301	–	1,935	2,446	143	41	952	1,483	–	1,157	122	638	300	367	776	14,935
1963-64	2,160	–	1,791	936	401	–	2,197	2,831	249	76	1,085	1,819	–	1,378	121	574	311	473	856	17,258
1964-65	2,371	–	2,107	1,226	517	–	2,560	3,248	336	118	1,222	1,994	–	1,538	119	791	380	545	984	20,056
1965-66	2,461	–	2,367	1,521	652	–	2,679	3,438	440	117	1,324	1,901	–	1,510	164	871	413	593	1,082	21,533
1966-67	2,261	4	2,676	1,716	860	38	2,529	3,537	582	177	1,501	2,613	–	1,666	160	1,090	505	780	1,163	23,858
1967-68	2,414	20	3,000	2,039	1,182	93	2,928	3,651	837	230	1,741	2,976	–	1,856	209	1,254	613	955	1,273	27,271
1968-69	3,063	71	3,675	2,461	1,465	164	2,983	4,076	1,166	416	2,104	3,454	–	2,101	254	1,627	711	1,227	1,540	32,558
1969-70	3,228	190	4,357	2,912	1,717	246	2,843	4,136	1,383	660	2,685	4,432	–	2,549	353	1,887	848	1,393	1,590	37,409
1970-71	3,491	345	4,434	3,296	2,263	360	2,847	4,220	1,811	761	2,739	4,599	96	2,534	502	1,962	947	1,594	1,850	40,651

GRADUATE DEGREES GRANTED, BY COLLEGE, 1956-1957 THROUGH 1970-1971

	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY		
Programs	Los Angeles	Domin-guez Hills	Long Beach	San Fernando Valley	Fuller-ton	San Ber-nardino	San Fran-cisco	San Jose	Hay-ward	Sono-ma	Sacra-mento	San Diego	Bakers-field	Fresno	Stani-slaus	Chico	Hum-boldt	Pomona (K-V)	San Luis Obispo	All State College
1956-57	351	–	225	–	–	–	353	213	–	–	66	127	–	40	–	28	8	–	36	1,447
1957-58	435	–	330	–	–	–	336	211	–	–	88	113	–	146	–	46	16	–	40	1,761
1958-59	320	–	344	60	–	–	358	217	–	–	82	123	–	77	–	32	14	–	41	1,668
1959-60	462	–	356	84	–	–	355	212	–	–	33	159	–	88	–	40	21	–	51	1,911
1960-61	463	–	337	103	–	–	379	258	–	–	103	175	–	121	–	34	22	–	65	2,060
1961-62	530	–	344	76	–	–	453	351	–	–	109	200	–	101	–	43	23	–	53	2,283
1962-63	539	–	324	91	–	–	435	358	–	–	129	237	–	156	–	50	22	–	66	2,407
1963-64	652	–	328	109	8	–	495	366	5	–	143	277	–	159	–	73	45	–	70	2,730
1964-65	602	–	296	129	47	–	689	461	18	–	149	364	–	155	2	61	38	–	98	3,109
1965-66	676	–	349	166	124	–	771	610	39	–	205	404	–	187	5	65	59	–	135	3,795
1966-67	706	–	359	247	166	–	749	712	52	3	249	486	–	201	8	90	66	–	163	4,247
1967-68	552	–	513	284	223	–	915	854	55	16	252	623	–	248	11	106	80	–	149	4,881
1968-69	813	–	634	395	298	–	1,049	900	87	20	414	675	–	272	–	151	89	–	199	5,996
1969-70	853	2	816	446	419	–	1,099	822	127	40	550	738	–	330	6	197	102	3	265	6,815
1970-71	871	6	938	553	477	–	1,090	922	178	81	546	829	–	454	19	176	105	7	315	7,567

BACHELOR'S AND MASTER'S DEGREES GRANTED, BY FIELD OF STUDY
1970-71

	LOS ANGELES AREA						SAN FRANCISCO AREA				OTHER AREAS							CAL POLY			
Field of Study	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona	San Luis Obispo	All State Colleges	Percentage Distribution All Bachelor's All Master's
Agriculture and Natural Resources																					
Bachelor's	–	–	–	–	–	–	–	–	–	–	27	–	–	122	–	54	166	103	315	787	1.9%
Master's	–	–	–	–	–	–	–	–	–	–	–	–	–	10	–	–	10	–	27	47	0.6%
Architecture and Environmental Design																					
Bachelor's	–	–	–	–	–	–	–	35	–	–	–	–	–	–	–	–	–	81	169	285	0.7%
Master's	–	–	–	–	–	–	–	–	–	–	–	12	–	4	–	–	–	–	–	16	0.2%
Area Studies																					
Bachelor's	148	–	–	–	14	–	21	–	7	2	–	16	–	5	–	26	–	–	–	239	0.6%
Master's	13	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	–	–	–	15	0.2%
Biological Science																					
Bachelor's	75	10	193	86	85	9	85	130	70	58	105	233	–	109	24	67	81	90	61	1,571	3.9%
Master's	19	–	27	8	10	–	27	7	6	6	8	28	–	8	–	13	11	4	3	185	2.4%
Business and Management																					
Bachelor's	614	–	617	549	476	50	264	625	246	38	436	679	–	348	48	193	85	368	200	5,836	14.4%
Master's	46	–	230	32	102	–	79	98	6	–	58	36	–	61	–	8	25	3	20	804	10.6%
Communications																					
Bachelor's	50	–	43	94	80	–	129	110	–	–	18	75	–	44	–	22	10	10	13	698	1.7%
Master's	–	–	–	–	7	–	11	8	–	–	–	2	–	3	–	–	–	–	–	31	0.4%
Computer and Information Sciences																					
Bachelor's	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	34	–	–	13	47	0.1%
Master's	–	–	–	–	–	–	–	4	–	–	–	–	–	–	–	7	–	–	–	11	0.1%
Education																					
Bachelor's	176	–	479	116	87	–	169	208	192	26	134	309	–	292	19	245	98	75	195	2,820	6.9%
Master's	441	–	295	296	103	–	461	228	80	27	168	282	–	122	10	55	19	–	235	2,822	37.3%
Engineering																					
Bachelor's	141	–	220	84	29	–	31	368	–	–	98	110	–	62	–	53	20	335	370	1,921	4.7%
Master's	33	–	97	21	57	–	–	138	–	–	28	66	–	–	–	–	–	–	–	440	5.8%

BACHELOR'S AND MASTER'S DEGREES GRANTED, BY FIELD OF STUDY
1970-71

	LOS ANGELES AREA						SAN FRANCISCO AREA						OTHER AREAS					CAL POLY			
Field of Study	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona	San Luis Obispo	All State Colleges	Percentage Distribution All Bachelor's All Master's
Fine and Applied Arts																					
Bachelors's	225	16	302	253	192	15	262	361	202	59	142	243	–	146	29	94	66	–	–	2,607	6.4%
Master's	72	–	62	26	50	–	78	46	5	–	31	29	–	18	–	11	7	–	–	435	5.7%
Foreign Languages																					
Bachelor's	85	18	80	88	51	16	82	102	4	18	48	107	–	55	15	33	18	–	–	860	2.1%
Master's	17	–	7	7	11	–	24	19	2	–	15	21	–	10	–	2	–	–	–	135	1.8%
Health Professions																					
Bachelor's	176	–	125	57	–	–	109	210	–	–	64	76	–	140	–	55	14	–	–	1,026	2.6%
Master's	27	–	–	13	–	–	30	11	–	–	–	3	–	14	–	–	4	–	–	102	1.3%
Home Economics																					
Bachelor's	89	–	128	57	–	–	48	112	–	–	73	97	–	105	–	37	15	8	128	897	2.2%
Master's	14	–	30	8	–	–	2	17	–	–	–	9	–	8	–	–	–	–	2	90	1.2%
Letters																					
Bachelor's	294	43	562	398	306	43	362	272	130	101	206	490	30	288	68	183	58	88	74	3,996	9.8%
Master's	34	2	66	59	67	–	177	41	21	11	48	51	–	27	7	19	8	–	10	648	8.6%
Library Science																					
Bachelor's	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Master's	–	–	–	–	1	–	–	94	–	–	–	–	–	–	–	–	–	–	–	95	1.3%
Mathematics																					
Bachelor's	79	12	100	64	27	8	42	123	85	9	52	128	–	39	11	22	12	54	103	970	2.4%
Master's	11	–	7	11	6	–	3	20	20	5	7	34	–	21	–	–	–	–	18	163	2.2%
Physical Sciences																					
Bachelor's	34	4	68	28	20	3	54	105	44	19	22	97	–	29	7	35	26	26	12	633	1.6%
Master's	16	–	17	7	2	–	14	32	2	–	1	45	–	7	–	6	–	–	–	149	2.0%
Psychology																					
Bachelor's	166	41	199	244	118	48	269	243	154	185	147	240	–	55	16	133	53	–	–	2,311	5.7%
Master's	34	4	16	14	5	–	67	59	–	24	16	24	–	5	–	28	15	–	–	311	4.1%

BACHELOR'S AND MASTER'S DEGREES GRANTED, BY FIELD OF STUDY
1970-71

	LOS ANGELES AREA						SAN FRANCISCO AREA					OTHER AREAS						CAL POLY			
Field of Study	Los Angeles	Dominguez Hills	Long Beach	San Fernando Valley	Fullerton	San Bernardino	San Francisco	San Jose	Hayward	Sonoma	Sacramento	San Diego	Bakersfield	Fresno	Stanislaus	Chico	Humboldt	Pomona	San Luis Obispo	All State Colleges	Percentage Distribution All Bachelor's All Master's
Public Affairs and Services																					
Bachelor's	262	–	127	29	–	–	91	201	63	–	327	249	–	87	–	151	14	38	–	1,639	4.0%
Master's	37	–	4	–	5	–	31	8	16	–	74	127	–	91	–	2	–	–	–	395	5.2%
Social Sciences																					
Bachelor's	876	201	1,191	1,149	778	168	821	925	571	244	830	1,284	63	600	264	508	207	318	197	11,195	27.5%
Master's	57	–	80	51	51	–	86	78	20	8	92	58	–	45	2	25	6	–	–	659	8.7%
Interdisciplinary Studies																					
Bachelor's	1	–	–	–	–	–	8	90	3	2	10	166	3	8	1	17	4	–	–	313	0.8%
Master's	–	–	–	–	–	–	–	14	–	–	–	–	–	–	–	–	–	–	–	14	0.2%
Total, All Majors																					
Bachelor's	3,491	345	4,434	3,296	2,263	360	2,847	4,220	1,811	761	2,739	4,599	96	2,534	502	1,962	947	1,594	1,850	40,651	100%
Master's	871	6	938	553	477	–	1,090	922	178	81	546	829	–	454	19	176	105	7	315	7,567	100%

EXISTING AND PROJECTED DEGREE PROGRAMS AND TERMINOLOGIES IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Subject Area	Existing Degree Programs*		Approved for Fall 1972		Projected Degree Programs		Existing and Projected Degree Terminologies (Excluding Duplication)
	Bach.	Mast.	Bach.	Mast.	Bach.	Mast.	
Agriculture and Natural Resources	30	7	0	0	2	4	29
Architecture and Environmental Design	6	7	1	0	0	2	6
Area Studies	19	5	0	1	9	5	6
Biological Sciences	51	25 +PhD(2)	1	0	4	12 +PhD(1)	10
Business and Management	26	28	0	0	1	7	9
Communications	22	7	0	0	1	5	7
Computer and Information Sciences	4	2	1	0	2	7	2
Education	51	48 +PhD(2) EdD	0	2	3	5	11
Engineering	47	21	0	0	2	9 +PhD(1)	25
Fine and Applied Arts	58	35	2	0	3	6	9
Foreign Languages	53	28	0	0	5	5	8
Health Professions	33	18	2	1	12	11	14
Home Economics	16	8	0	0	2	3	4
Letters	62	44	3	1	10	7	10
Library Science	0	2			0	0	2
Mathematics	24	19	1	1	0	7	2
Physical Sciences	85	33 +PhD(1)	2	1	5	11	10
Psychology	18	17	1	2	2	5	2
Public Affairs and Services	28	24	1	1	2	5	11
Social Sciences	139	81	2	0	8	19	18
Interdisciplinary Studies	29	5	0	0	9	3	8
TOTALS	801	464 +PhD(5)	17	10	82	138 +PhD(2)	203
Totals Previous Year (1971-72 through 1975-76)	781	446	17	15	142	212	230

*Does not include degree programs phased out, effective Fall 1972.

PLANNING AND REVIEW

The factors involved in planning individual degree curricula for each campus and for the system are discussed in Section I. Curricular planning and review requires also an overall appraisal of the purpose and direction of The California State University and Colleges. While the broad issues relating to such purpose and direction are regularly addressed and reassessed, the Chancellor's call for a "new approach" to higher education has raised additional concerns which have resulted in the expansion of some ongoing activities and the initiation of others. Some of the concerns of the past year which relate particularly to curricular planning are discussed in the first part of this section, entitled "Current Issues in Curricular Planning." Responses to these issues – in the form of ongoing activities in the Division of Academic Planning, proposals of Task Force I on "Innovation in the Educational Process," Task Force II on "Improving Efficiency in the Use of Resources," as well as the recently established Division of New Program Development in the Chancellor's Office – are itemized in the discussion of "Current Issues in Curricular Planning" and in the following section, "Broadening and Accelerating the Educational Process."

Another response to two of the most pressing current issues in terms of curricular planning – namely those of limited budgetary support and increasing fluctuations in manpower needs and student interests – is discussed in the section entitled "Performance Review of Existing Programs."

Within the context of broad systemwide policy, sound planning and review decisions are dependent upon comprehensive and accurate data. The significant expansion and correlation of systemwide data files during the past few years, and the potential for still further expansion on the types of information available – particularly in the area of statistical projections – is explained in "Data Bases for Planning and Review."

Finally, some of the planning activities which support and supplement program development, including faculty staffing and facilities planning, are highlighted in "Planning Activities Supportive of Curricular Development."

Current Issues in Curricular Planning

As new directions and needs are perceived, curricular developments and modifications often follow. Some of the broad issues of recent concern having an effect on curricular planning – most notably enrollment distributions and needs, the undergraduate function, and the graduate function – merit particular attention.

Enrollment Distributions and Needs

Preparing graduates for specific occupations is one important function of The California State University and Colleges, and programs and enrollments have long been distributed over a wide range of clearly defined occupational subjects and subject areas which are not so directly occupationally related. This "mix" is consistent with the designated function of The California State University and Colleges, defined in *Title 5* of the *Administrative Code* as "the provision of instruction for undergraduate and graduate students, through the master's degree, in the liberal arts and sciences, in applied fields and in the professions, including the teaching profession."

External economic and technical factors causing rapid fluctuations in occupational needs, as well as changes in occupational categories themselves, demand increasing attention in the process of overall systemwide planning.

Changes in student demand for certain programs have caused sizeable fluctuations in subject area enrollments, sometimes from one year to the next. This phenomenon has accentuated the need for review of existing programs to insure that they are meeting current needs, and also raises questions of a planning nature with regard to the balance between general studies and professional preparation, specificity and flexibility in degree curricula, and the relationship of statewide needs to both the availability of academic programs and to choices of students.

The U.S. Department of Labor has noted that "Under conditions prevailing at the beginning of the 1960's, the average twenty-year old man in the work force could be expected to change jobs about six or seven times." The Labor Department further estimates that a person entering the labor force in 1970 or later will change his *career* – not only his job – three times during his productive life. The concept of "lifelong learning" and the provision of opportunities for the updating of career skills are therefore assuming a critical importance which is further discussed in Section IV on Continuing Education. The implications for four-, five-, and six-year on-campus curricula constitute a planning issue which must also be addressed in terms of existing and future statewide needs.

Controls as to the number and location of certain degree programs, particularly in occupationally oriented curricula, have been in effect for many years. The Board of Trustees long ago determined that "all colleges cannot be all things to all people," and the process of academic master planning has served to establish curricular priorities, including the allocation of specialized programs in accordance with statewide needs. Both the Office of the Chancellor and the Coordinating Council for Higher Education have studied statewide needs in a number of academic-occupational areas, and limitations as to the number and location of corresponding programs have resulted from policies adopted by the Board and the Council. Specific controls, based largely on projected employment needs, have thus been officially implemented in the areas of Agriculture, Architecture and Environmental Design, Criminal Justice, Engineering, Industrial Arts-Industrial Technology, Library Science, and Social Work.

Beyond the implementation of systemwide controls on the number and location of programs, the campuses themselves have in many cases instituted degree major quotas, based on available facilities and faculty, on the number of students already enrolled in the program and, in some cases, also on anticipated manpower needs. Institutional degree major quotas can assure that a student will not be admitted to a college which cannot in fact accommodate him in his selected major, and the systemwide Common Admissions Program provides for the redirection of such a student to a college where the desired degree major program has not been filled. The use of degree major quotas can thus have the beneficial effect of more accurately matching available spaces to declared student objectives on a systemwide basis. On the other hand, when demand for an individual degree program fluctuates greatly, it may be impossible in a given year to accommodate all students in the particular degree major of their choice.

Correlating student interests and choices with statewide needs – and providing programs and curricula which will respond to both – thus calls for a large measure of informed flexibility in planning and operating. While enrollment trends in The California State University and College system have been and will be under continual analysis by the Chancellor's Office, the forecasting of employment needs and opportunities is a difficult and complex task better undertaken by special state and national agencies, such as the U.S. Department of Labor, the California State Department of Human Resources and Development, and specialized professional organizations such as the Engineers' Council for Professional Development. Correlating such information and matching the prospects in reasonable fashion with college-level curricular programs is, particularly in California, necessarily an intersegmental concern. The Chancellor has therefore suggested, in his remarks to the Select Committee on the Master Plan of the Coordinating Council for Higher Education on November 16, 1971, that the Council expand its work in this area and focus on ways to estimate some of California's needs for trained manpower in the late 1970's and for the 1980's. It is anticipated that the Coordinating Council for Higher Education will systematically collect the various available manpower projections and related studies, and, in cooperation with segmental representatives, develop appropriate guidelines as to the implications for academic programs in all public segments of higher education. Such a study may include, but not be limited to:

a. the number of individuals needed in California in each identifiable academic-occupation area, by year;

b. the anticipated level of preparation required;

c. distribution of regional needs within the State; and

d. estimated needs in professional categories preferring broad liberal arts preparation.

The Undergraduate Function: The Meaning and Role of the Bachelor's Degree

Tradition has largely dictated the curricular and structural assumptions held today about the bachelor's degree. A student granted the bachelor's degree is expected to have extended his learning in breadth and depth, within a framework of institutionally approved guidelines and subject to examination. In The California State University and Colleges the bachelor's degree encompasses three components, namely: General Education-Breadth Requirements, in accordance with policies adopted by the Board of Trustees as included in Section 40405 of *Title 5* of the *California Administrative Code;* "major" requirements, the minima for which are outlined chiefly in Section 40500; and elective possibilities, to accommodate personal choices and varying professional needs. General Education-Breadth Requirements are intended to provide college-level skills, an opportunity to explore diverse areas of learning, and a range of experiences to enlarge the basis of the student's exercise of the rights and responsibilities of citizenship. Selection of a "major" is intended to focus on preparation for a career, either directly or through further, graduate study. The traditional format of the bachelor's degree is thus essentially grounded in the social recognition of academic, occupational, and personal development needs.

The functional integrity of the bachelor's degree is, however, distinct from certain historic accidents and system practices, and its continued relevance depends upon its capacity – as a whole and in particular respects – to respond sensibly to changing conditions and different student populations. It has been assumed that the scope of what is to be learned and the desired educational impact require in most instances an extensive period of time, usually divided into the *lower division,* comprising the freshman and sophomore years, and the *upper division,* consisting of the junior and senior years. The equivalent total of four academic years of "full-time" study has come to be stated in terms of units of acceptable credit to be earned: some 30 semester units (or 45 quarter units) per year, and approximately 120 semester units (or 180 quarter units) per degree.

Individual exceptions to this overall pattern, based on a student's proven capacity to progress more rapidly – without in any way lowering the level of accomplishment represented by the degree – are not new. However, recent development – including the national impact of the Carnegie Commission's *Less Time, More Options* (1971) and, within The California State University and Colleges, Chancellor Dumke's call for a "new approach" – have created a climate for far-reaching reassessment and analysis. In The California State University and Colleges, attention has been particularly directed during the past year to devising new modes of instruction, with a consideration of methods to provide for and measure student achievement. The need for new modes of instruction and measures of progress is clear. Attention has also been directed to a review of the purposes and effectiveness of the General Education-Breadth component as it relates to the bachelor's degree as a whole.

Whatever the minimum semester units required by *Title 5* policy for a bachelor's degree major, and the maximum units that may be required for the degree, current regulations stress quantitative totals and tend toward the fragmentation of learning into discrete courses. Overall accomplishment is not now defined in terms of proficiency to be ascertained by properly designed comprehensive examinations, regardless of whether such accomplishment is the result of formal course work or of other modes of learning. Proof of final proficiency rather than "unit-counting" should be the basis of awarding the bachelor's degree. Development and implementation of comprehensive proficiency examinations in degree major areas, supported by faculty workload recognition, could significantly strengthen the meaning and significance of the bachelor's degree.

It must be assumed that "final proficiency" of the level commonly associated with the bachelor's degree occurs at varying rates for individual students. It has long been possible to complete the work of four academic years in three calendar years or less, by simply enrolling for more than the normal load and/or taking courses during the summer. It is thus important to distinguish between shortening the time required for earning a bachelor's degree by compacting essentially the same educational program and, on the other hand, somehow reducing the academic requirements for the degree. While the subject content of a college education has over the generations been expanded, compressed, reoriented, replaced, and even transferred, it may well be that living and working in an increasingly sophisticated world requires for many students comparatively more rather than less academic preparation.

Proposals for alternate approaches to the current bachelor's degree pattern have been prepared by a number of State Colleges, and some of them are being tested through a grant from the Carnegie Corporation designed to support planning activities and pilot projects related to innovative instructional and evaluative approaches. One such program at California State College, Dominguez Hills, aims to reorganize the standard four-year bachelor's degree curriculum into a regular three-year pattern. The emphasis on acceleration in such innovative efforts is often combined with a shift in focus, including for example field work and independent study, but the academic results are intended to be clearly comparable with those expected in the "four-year" bachelor's degree program. It is recognized that progress toward the bachelor's degree will, regardless of format, continue to take different amounts of time; it is also recognized that much can be done to facilitate and vitalize the process.

Recent developments affecting the role of one component of the bachelor's degree in The California State University and Colleges, namely the General Education-Breadth Requirement, include the increasing incidence of students entering at the junior level; the substantial flexibility in systemwide requirements made possible by a 1968 *Title 5* revision; and the use of equivalency examinations to satisfy General Education requirements. There have been concerns, too, about the lack of a unity of purpose in most General Education patterns, and about the ability of General Education requirements to respond to significant changes in high school and college curricula which have occurred in recent years, as well as to the rapidly changing conditions of modern society. While "general demands" made upon educated individuals in a complex world may be hard to define and to prepare for intelligently, it does not follow that the concept of General Education at the college level has lost in essential importance or even outlived its usefulness.

To discuss these issues, the Division of Academic Planning in the Chancellor's Office sponsored in April 1972 a three-day conference on "The Future of General Education in The California State University and Colleges." Some suggestions emerging from that conference included the development of multiple ways of satisfying General Education requirements, with each pattern perhaps having its own unified structure, and "theme"-oriented or "problem"-oriented patterns which would topically organize coursework from various disciplines. Upper-division General Education patterns – to be required of native and transfer students alike – were proposed as one response to the high incidence of junior-level transfers, and in fact already exist on several campuses. The critical role of General Education in preparing college graduates for life in an increasingly complex society was acknowledged, and it was further noted that a strengthening of the General Education pattern could provide one response to the question of balance between general subjects and professional preparation.

Other issues in undergraduate education now being addressed, primarily in terms of increasing efficiency, include variations of requirements in bachelor's degree major categories and admissions regulations. With regard to the first issue, *Section 40500 of Title 5 of the California Administrative Code* specifies a minimum of 24 semester units for degree majors under the Bachelor of Arts designation, and a minimum of 36 semester units for degree majors under the Bachelor of Science designation. Actual degree major requirements, however, commonly exceed these minima, varying from subject field to subject field, from department to department, and from college to college. Moreover, Bachelor of Arts degrees are offered in science areas, and Bachelor of Science degrees have been offered in humanities areas. There is then, at present, insufficient correlation between degree categories and designations, the subject majors offered under them, and minima of units for a degree major as specified in *Code* provisions.

Further, Section 40500 fixes the total number of semester units required for a Bachelor of Arts degree at 124, but makes the total unit requirements of a Bachelor of Science flexible, within a range of 124 to 132 semester units, "except that 140 semester units may be required in engineering." There is no compelling evidence that various degree major curricula plus General Education-Breadth Requirements could not be adequately accommodated within a single bachelor's degree limitation of about 120 semester units, while eliminating some of the dubious implications and practices of differential *Code* requirements for baccalaureate majors currently in effect.

Admissions requirements for freshmen entering The California State University and Colleges, while comparatively high for State University systems, do not include particular patterns of prerequisite course work, as is the case with many other collegiate institutions. As a result, the curricular dividing lines between high schools and the State Colleges are rather irregular, and the practical implications deserve a thorough review.

Another topic of recent discussion by the Educational Policies Committee of the Board of Trustees has been the practical implication of retaining the "lottery" system of selecting qualified students who would normally be admitted but who have applied to impacted programs or impacted colleges and do not wish to be redirected. The practices currently employed in admitting students to bachelor's degree programs may thus be reviewed during the coming year with respect to efficiency, effectiveness, and standards of quality.

The Graduate Function: Increasing Efficiency in Master's Degree and Credential Programs

Graduate education in The California State University and Colleges has been marked over the 21 years of its existence by dramatic growth. In part this is due to the revision of California certification requirements for the standard teaching credential, which in 1964 added the requirement of a fifth year of "postgraduate education taken at the upper division or graduate level," and in part it is due to the increasing tendency to regard the master's degree as the desirable preparation for entry into or progress within various occupational categories. In the fall of 1971, the 57,271 master's degree and credential students enrolled in post-baccalaureate study in The California State University and Colleges constituted 21.9% of the total enrollment. Since 1968-69, The California State University and College system has been the state's leading producer of master's degree graduates, and in 1970-71, 7,567 master's degrees were granted in the system. According to the latest available national and statewide figures, 1969-70 master's degree production in The California State University and Colleges represented 35% of the total for California and 3.3% of the total for the United States.

Because graduate study is widely characterized as being more rigorous, more selective, more specialized and more individualized than undergraduate study, graduate instruction is generally more costly than undergraduate instruction. Issues of recent concern and discussion at the graduate level therefore relate – in view of limited current and prospective budgetary support – to increasing efficiency so that quality will not be sacrificed. The rapid numerical growth at the graduate level and the increasing demands made upon graduate programs have given the issue considerable urgency. Most of the proposals to date relate to expediting progress toward the degree or credential.

Of significant impact in this regard has been a Coordinating Council study entitled *Guidelines for Increasing Efficiency in Graduate Education* (March 1971), which suggested the responsibilities of faculty, administration, and the state for increasing efficiency and maintaining or improving quality with respect to graduate students and graduate programs.

The study itemized the following concerns about graduate students in The California State University and Colleges:

1. A substantial amount of excess credits are accumulated by graduate students receiving master's degrees;

2. A substantial number of unclassified students are not seeking degrees or credentials;

3. There is a lack of rigorous systemwide standards for admitting graduate students;

4. There is a lack of adequate assigned time for graduate faculty advisors to develop study plans for students.

In the area of programs, findings for both The State University and Colleges and the University of California revealed:

1. A number of small programs;

2. A lack of coordination between some master's programs and programs in the same academic fields leading to teaching credentials;

3. Too little consideration of allocating high-cost, low-enrollment programs to one or a few campuses;

4. Undergraduate prerequisites taken during graduate study may not be used for graduate credit, yet courses taken to satisfy these prerequisites are supported at state expense.

The findings and recommendations of the study have been under intensive review during the past year by Task Force II on Improving Efficiency in the Use of Resources. Additional concerns related to quality and efficiency have been given attention by the Deans of Graduate Studies and the Chancellor's Office. Modifications in the areas of admissions, master's degree requirements, and staffing provisions at the graduate level are expected to result.

With respect to graduate admissions, the Coordinating Council recommended that "Admission to graduate study . . . should be selective, in terms of both segmental and departmental requirements." While most departments in The California State University and College system have established selective standards for admission to graduate programs, this is not the case at the systemwide level. *Title 5* of the *California Administrative Code* requires possession of the baccalaureate degree for admission to unclassified or classified graduate standing, and authorizes the colleges to prescribe "professional, personal, scholastic, and other standards." Consideration is currently being given to a more explicit minimum for the entire system which could be exceeded by individual campuses and departments. As a measure of efficiency, increased selectivity is based on the premise that only students who show the motivation, interest, and competency to successfully complete a master's degree or credential program should be admitted as master's degree or credential candidates. The Coordinating Council survey found a number of students in unclassified status who did not meet the requirements for classified status but who were accumulating units which would not be applicable to the master's degree or credential. The recommendation therefore relates to other suggestions for expediting progress toward the degree or credential.

Requirements for the master's degree are being reviewed in academic terms as well as in terms of increased efficiency. In response to a resolution of the Board of Trustees and a resolution of the Coordinating Council, detailed procedures for reviewing master's degree programs both quantitatively and qualitatively are being developed on all campuses and are already operative on some. While campus review procedures cover a broad range of concerns, some of those relating specifically to degree major requirements include:

Scope and Quality of the Curriculum

Number of graduate level courses
Balance of course offerings
Contemporaneity of course offerings

Adequacy of Program Input-Output Relationships

Percentage of entering students who complete program
Rates of student progress through the program
Reasons for attrition of some students
Unnecessary impediments to progress

At the systemwide level, also in response to a recommendation of the Coordinating Council, the current *Title 5* limitation of seven years for completion of the master's degree is being reviewed. The Council proposed a reduction in time as an efficiency measure; a reduction has also been proposed on academic grounds, in view of the acceleration of change in the nature and boundaries of knowledge.

Concerns have been expressed by the Chancellor in his "Proposals for Change" and by the Coordinating Council with regard to the accumulation of excess credit units at both the undergraduate and graduate levels. In terms of efficiency, more students could be admitted – or the support per student increased – if enrolled students did not accumulate units far in excess of those required. A number of possibilities converge in response to facilitating the progress of students through the program. First, systemwide and campus policies which may unintentionally impede this progress are being identified. Secondly, methods of avoiding student mistakes in the selection of coursework are being explored, and the provision of increased student advisement at an early stage in the graduate program is being suggested as one alternative. Finally, consideration is being given to a policy limiting the number of units which may be accumulated at state expense.

Certain staffing provisions intended to increase efficiency have been proposed by the Coordinating Council for Higher Education in recognition of the unique nature of the graduate function, particularly in response to the individualized nature of graduate study. These include:

- Provision of assigned time as part of the load of each departmental graduate advisor, so that he may perform the needed functions of advising students of departmental, campus, and system regulations; of appropriate coursework in order that costly errors may be avoided; so that he may participate in the evaluation of potential students and the evaluation of the progress of admitted students, and counsel departmental faculty as well.

- Assignment of no more than three courses of three units credit each as a full-time instructional load to a faculty member in any term in which he teaches one or more three-unit graduate courses.
- Employment of staff, with support, in the Chancellor's Office to oversee graduate education.

In terms of overall increases to efficiency and quality, it is difficult to separate the issues identified above, and equally difficult to predict the effect of such policy revisions upon the existing graduate program. Moreover, variables in the size, age, locations, and program offerings of the campuses within the system require corresponding breadth in any systemwide policies at the graduate level. Limited prospects of increased support, however, argue for a genuine attempt on a systemwide basis to take action to assure that the quality of the graduate program is maintained and indeed improved.

Broadening and Accelerating the Educational Process

Related to activities and concerns in planning are activities designed to enhance, update, and broaden opportunities in ongoing programs. Of the many campus efforts in this regard, three particular areas – consortia and inter-institutional arrangements, articulation provisions, and equivalency examinations for earning credit – are highlighted here.

Consortia and Inter-Institutional Arrangements

Consortial or cooperative arrangements with other higher education institutions and with public and private agencies have long been recognized as a viable method of expanding upon the educational resources available at any given institution. In addition to providing a legitimate response to resource scarcities, the consortial approach can result in significant academic enrichment.

Joint doctoral programs with the University of California, authorized under the Donahoe Higher Education Act of 1960 (Sections 22552 and 22606 of the *Education Code,* Section 5000 of *Title 5* of the *California Administrative Code*) and more recently, joint doctoral programs with private institutions (SB 624, 1969); provide one example of cooperative use of educational and financial resources. Five joint doctoral programs are currently offered in the following areas:

Chemistry:	San Diego State College and University of California, San Diego
Ecology:	San Diego State College and University of California, Riverside
Genetics:	San Diego State College and University of California, Berkeley
Special Education (EdD and PhD):	San Francisco State College and University of California, Berkeley
Special Education:	California State College, Los Angeles and University of California, Los Angeles

To enable the orderly development and implementation of joint doctoral programs, The State University and Colleges Board of Trustees and the University of California Board of Regents approved in September 1963 a working agreement entitled "Organization and Procedures for the Joint Doctoral Program" (Appendix C). The agreement outlined the organization and responsibilities of the Joint Graduate Board and specified the procedures and conditions under which the five existing programs were developed. Authorization for the joint doctoral degree with private institutions of higher education accredited by the Western Association of Schools and Colleges led to the development of the Coordinating Council for Higher Education Joint Graduate Board, which functions in a manner similar to the University of California-State University and Colleges Joint Graduate Board in the review of proposals with private institutions. To date, the latter Board has granted "permission to negotiate" for a joint doctoral program in School Administration between California State College, Fullerton and the Claremont Graduate School.

In reviewing program proposals, both joint graduate boards have stressed the importance of complementarity in corresponding academic fields and demonstrated need for programs. In addition to approving the five existing joint doctoral programs, the University of California-State University and Colleges Joint Graduate Board has fully approved a PhD in Botany between Chico State College and the University of California, Davis, and a PhD in Engineering (Materials Science) between San Jose State College and the University of California, Berkeley, the latter having been strongly recommended in the Terman Report on *Engineering Education in California*.

In November 1971, the University of California-State University and Colleges Joint Graduate Board met to review the existing joint doctoral programs. It was felt that the caliber of the programs and the activities associated with them were highly promising, and it was noted further that there is evidence of ample employment opportunities in all areas where joint doctoral programs are currently offered. With regard to new programs, the Joint Graduate Board urged cautious and judicious development, stressing again the importance of complementarity and evidence of need.

While cooperative degree programs with the University of California are of long standing, cooperative degree programs among institutions of The California State University and Colleges are just developing. Action on the idea was prompted by the projection on previous Academic Master Plans of three separate Geology master's degree programs in the Los Angeles area, namely at California State College, Long Beach; California State College, Los Angeles; and San Fernando Valley State College. Graduate level programs in Geology – identified by the Coordinating Council for Higher Education and the Chancellor's Office as high cost and low enrollment – have not been offered at any State College in the Los Angeles area, but the need for such a graduate curriculum was apparent. It was nevertheless clear that, even with adequate support in terms of resources, potential enrollments would not be sufficient to sustain three separate programs. Planning thus began for a single degree program, shared by the three institutions, which would be genuinely cooperative in terms of requirements and emphases.

The rationale underlying the establishment of cooperative degree programs within the system is based on the potential for establishing in an educationally sound manner anticipated curricula which might otherwise have been deferred far beyond the planned year of implementation for reasons of resource restrictions, insufficient enrollment bases, or both. In addition, there is a cost benefit in educational terms to be derived from the complementary allocation of scarce resources to meet program needs. Participating colleges will contribute their existing competencies to cooperative degree programs, rather than duplicating on each campus the development of a required instructional expertise. A *Title 5* amendment enabling the establishment of cooperative degrees by two or more State Colleges is currently in the approval process.

Other consortia in The California State University and Colleges operate on a course-sharing basis. Since 1966, five California State Colleges – Fresno, Hayward, Sacramento, San Francisco and San Jose – have jointly operated the Moss Landing Marine Laboratories as a seaside campus extension, where upper-division and graduate courses are offered for residence credit at any of the cooperating colleges. While no degree program is offered at Moss Landing, the coursework may be applied toward degree requirements in the Biological and Physical Sciences, for example, at any of the participating institutions. A somewhat similar Southern California Ocean Studies Consortium is in the planning stage.

Public and private institutions of the greater Los Angeles and San Francisco areas participate, respectively, in the Greater Los Angeles Consortium and the Bay Area Colleges Consortium. The latter is experimenting for the first time this year with a limited amount of cross-registration at member institutions.

Articulation Provisions

While The California State University and College system had for many years admitted transfer students at the junior level from the Community Colleges, the *Master Plan for Higher Education* (1960) recommended a substantial increase in this function, suggesting that the University of California and The State University and Colleges "emphasize policies leading to the reduction of lower-division enrollments in relation to those of the upper and graduate divisions." The *Master Plan* goal was for a lower-division enrollment constituting 41% of the total undergraduate enrollment by 1975; the goal was in fact exceeded in 1967, and in the fall of 1971 stood at 33.7%. Policies to assure relative ease in the transfer process are thus in order to avoid overlaps or duplication of coursework at state expense.

The two primary areas of concern in the transfer and acceptance of units are General Education and coursework for the degree major. Courses completed for General Education, prior to 1968, had been transferred and credited on a course-by-course basis. A *Title 5* amendment (Section 40405e), effective September 1, 1969, stipulated that "the unrevoked certification on behalf of a transferring student, by the president or his officially authorized representative of a college which is accredited . . . shall be accepted by any State College to which such student transfers as establishing that the student has satisfied the [General Education] requirements of this section . . . ." For the transfer student who has completed General Education requirements at a Community College or other accredited institution, the possibility that excess units may be needed to complete the individual lower-division General Education requirements of a State College is thus greatly reduced.

In transferring work for individual degree majors, the issues of articulation are far more complex. These and other articulation matters are addressed by the Articulation Conference, a long-standing body with an Administrative Committee consisting of representatives from The California State University and Colleges, the University of California, the Community Colleges, private higher education institutions, and high schools. Of particular importance to curricular planning and review are the subject area liaison and *ad hoc* committees of the Articulation Conference. Because The California State University and College system accepts such a large proportion of students at the junior level, agreed-upon program patterns are essential if students are to move through degree major programs without undue interruption or repetition. Ongoing liaison committees exist in 14 subject areas; ad hoc committees, which have temporary status, have been established in four additional subject areas.

Through these committees, agreements on coursework or programs acceptable for transfer purposes are in effect in the areas of Business Administration, Criminal Justice, Early Childhood Education, and Engineering. Liaison Committees on Agriculture and Natural Resources, Creative Arts, English, Foreign Languages, Foreign Students, Mathematics, Natural Science, and Nursing address themselves to curriculum in these areas, and Ad Hoc Committes on Architecture, Public Administration, Social Work Education and Technology Education have also been established. Recent attention has been devoted not only to course and program patterns, but also to the identification of skills and competencies appropriate to each level in each subject area.

Task Force II on Improving Efficiency in the Use of Resources is addressing still other issues related to the transfer of credit. The Task Force review of the means by which students transfer to The State University and Colleges, especially from the Community Colleges, is likely to lead to simplified credit evaluation and reduced loss of credits due to inappropriate course choices. Other changes which would streamline the transfer process are under study.

Equivalency Examinations

Provisions have long existed in The California State University and Colleges for the awarding of academic credit based on tested achievement, through both national and locally developed equivalency or challenge examinations. Under the Chancellor's "New Approach," the granting of credit for the successful completion of equivalency examinations has been given increased emphasis as a means of accelerating students who can demonstrate knowledges and skills of a level judged commensurate with certain college coursework.

The Advanced Placement Program of the College Entrance Examination Board is one of the nationally recognized and well established vehicles for granting credit by examination. The Advanced Placement Program permits able and ambitious high school students to take college-equivalent courses in the senior year of high school and, based upon comprehensive qualifying examinations, receive advanced placement credit at participating universities and colleges across the nation. Examinations are graded by committees of school and college teachers on a five-point scale: 5 = extremely well-qualified; 4 = well qualified; 3 = qualified; 2 = possibly qualified; and 1 = no recommendation.

An important step during the past year has been the adoption of a systemwide policy whereby all Advanced Placement scores of 3, 4, and 5 are awarded uniform credit at any campus in the system. Already the number of

Advanced Placement students applying to The California State University and Colleges is increasing annually. As recently as 1965, only 72 Advanced Placement examinations were approved for academic credit by the campuses; in 1971, this number had risen to 238. It is anticipated that the adoption of a consistent systemwide policy will result in attracting more of these able high school students.

Advanced Placement programs are offered in the following subject areas, those in Art and Music having been developed only in the past year:

American History
Art: Studio and History
Biology
Chemistry
English
European History
French: Language and Literature
German
Latin: Vergil, Lyric, Prose
Mathematics: Calculus AB and BC
Music
Physics: B and C
Spanish

The College Level Examination Program (CLEP) is another national testing instrument which has been used as a means of testing and crediting college-equivalent achievement. As part of the effort to expand the use of credit by examination and thereby accelerate student progress, two CLEP pilot programs were instituted at CSC, Bakersfield and San Francisco State College in the fall of 1971. Entering freshmen were encouraged to take the battery of five CLEP general exams and earn unit credit at locally determined passing scores. At Bakersfield, 199 freshmen successfully completed 312 exams; at San Francisco, 873 freshmen passed 2,999 exams.

As a follow-up to this first phase of the CLEP pilot program, two activities are under way. First, certain of the CLEP exams are being administered to students currently completing their sophomore year as a means of better judging appropriate scores for credit. Secondly, a systemwide committee has been established to review the broad policy issues associated with the use of credit by examination; to review the content of the CLEP exams themselves; to review the relationships between various national test packages; and to recommend broad policies which could be applied to the use of credit by examination, and particularly to the CLEP battery, throughout the system.

Performance Review of Existing Programs

The process of Academic Master Planning has served annually to focus examination on both the qualitative and quantitative aspects of curricular programs. Detailed quantitative analyses of existing degree programs, campus by campus, have been fundamental to the process of systemwide master planning. The experience base provided by a broad range of curricula at 19 campuses and the availability of sophisticated data with regard to these curricular programs have resulted in increasingly realistic Academic Master Plan projections. Moreover, in approving the annually revised Academic Master Plans, the Board of Trustees has repeatedly resolved "that the colleges review their existing and projected programs in line with the declared policy of the Board to encourage broadly based degrees of high academic quality and to avoid proliferation of degrees and terminologies."

Several events have led to regularization of the performance review of ongoing programs. First, House Resolution 376, 1969 Session of the Legislature, directed the Coordinating Council for Higher Education to undertake a study of highly expensive, limited-use academic programs and facilities at strategic locations in the public segments of higher education in California. This resulted in two Council reports. The first, adopted in 1969, was entitled *Survey of Educational Offerings and Academic Plans with a Consideration of Higher Cost Programs: A First Report.* The final report, *Higher Cost Programs in Public Higher Education,* was approved by the Council in March 1971. While both studies focused primarily on limiting *planned* programs, one recommendation of the second study called for the three segments of higher education to develop policies and/or guidelines on measures of program activity and productivity by September 1971. In connection with the study entitled *Guidelines for Increasing Efficiency in Graduate Education,* the Coordinating Council also approved in March 1971 a resolution adivisng The California State University and Colleges and the University of California that "Each current program leading to a graduate degree or a credential should be reviewed periodically at intervals of from five to ten years in order to ascertain what is needed both to maintain and improve quality, and whether or not the program has sufficient priority of demand upon resources to warrant its continuance."

Within The State University and College system itself, other factors were being brought to bear on the need for the review of existing programs. Many projected programs had to be postponed for lack of resources. When FTE increases do not in fact generate additional faculty, or when enrollment ceilings are reached and there are no FTE increases to generate faculty, the introduction of new programs or the expansion of existing programs must be accomplished by a reordering of priorities. Particularly critical in such cases are existing programs which are not operating at viable levels and tend to be high cost.

Therefore, in March 1971, each college was requested to review all programs which had come into existence prior to 1967-68 but which in 1969-70 produced fewer than 10 bachelor's degree graduates and fewer than five master's degree graduates. Such factors as evidence of growth, temporary fluctuation, substantial service function, and uniqueness to the system were suggested as possible considerations justifying the retention of such programs. The colleges were requested also to establish formal performance review procedures for *all* existing degree programs, in order to assess periodically both the quantitative and qualitative viability of each undergraduate and graduate program in the total context of offerings.

These actions were endorsed at the April 1971 meeting of the Educational Policy Committee of the Board of Trustees and were approved by the full Board in July 1971, with the following resolution:

> **RESOLVED,** By the Board of Trustees of the California State Colleges, that the steps taken by the Chancellor to establish performance review procedures for all existing undergraduate and graduate degree major programs, campus by campus and systemwide, are endorsed; and be it further
>
> **RESOLVED,** That the results of the current review of low-degree-production programs shall be presented to the Board of Trustees in November at the time of its next consideration of the revised Academic Master Plans, that recommendations shall be made as to discontinuance of eligible programs, and shall be part of such Academic Master Plan presentations annually thereafter.

The ensuing review, conducted in cooperation with the colleges during the process of revising the Academic Master Plans, resulted in the discontinuation of the following 19 degree programs, effective with the 1972-73 admissions cycle:

Chico State College

MS Chemistry
MA Economics
MA Spanish

Fresno State College

MA French
MA German
BA Philosophy-Psychology

CSC, Long Beach

BS Occupational Therapy*
MS Physical Science

---

*The college was obliged to discontinue this program because of inadequate support in terms of the faculty and laboratory facilities needed for professional accreditation, as essential for normal employability in this field.

CSC, Los Angeles

MA Speech and Drama

Sacramento State College

MS Applied Biological Sciences

San Fernando Valley State College

BA Russian

San Francisco State College

BA Chinese Studies
BA Latin American Studies
BA Psychology-Speech
BS Science-Business

San Jose State College

MA German
BA Russian
BA Life Science
BS Conservation

In November 1971, the results of the preliminary review were presented to the Board of Trustees along with the Academic Master Plan revisions. At that time, it was noted that the colleges would continue to offer needed support courses in the curricular areas in which degree programs had been phased out. In some cases, aspects of discontinued programs were combined with other degree programs, with appropriate administrative as well as curricular modifications. It was further noted that the review had had perhaps the most significant impact on planned programs in the six subject areas which had been identified as low-production throughout the system. As a result, 23 projections which had been approved by the Board of Trustees in November 1970 were removed from the revised Academic Master Plans approved in November 1971, namely:

French

MA	1972-73	Chico State College
MA	1974-75	Humboldt State College
MA	1972-73	Sonoma State College

German

MA	1972-73	San Fernando Valley State College
MA	1973-74	California State College, Hayward
MA	1975-76	Sonoma State College
MA	1975-76	Chico State College

Russian

BA	1974-75	California State College, Los Angeles
BA	1974-75	California State College, Long Beach
BA	1971-72	California State College, Fullerton
MA	1974-75	California State College, Fullerton
BA	1974-75	California State College, Hayward
BA	1975-76	Sacramento State College

Chemistry

MA	1974-75	California State College, Dominguez Hills
MA	1973-74	Sonoma State College
MS	1974-75	Stanislaus State College

Physics

MAT	1972-73	California State College, Long Beach
MA	1975-76	Sonoma State College
MA	1972-73	Sacramento State College
MA	1975-76	Chico State College

Music

MM	1975-76	California State College, Hayward
MM	1974-75	Sacramento State College
MM	1974-75	Chico State College

The following findings and suggestions emerging from the initial performance review were likewise reported to the Board of Trustees in November 1971:

First, low degree production programs are not necessarily "high cost," however defined. The degree major program itself may be only a partial function of a curricular unit furnishing extensive support to general education/breadth requirements, to other degree programs, to teacher education, etc. (Credentials granted are not included in the data on degree production.) Such support functions are identifiable, not through degree production figures, but through full-time equivalent enrollments in the respective discipline area. High cost may often be more directly related to certain discipline areas – regardless of their size – than to low-production programs.

Secondly, course enrollment distribution is more directly related to cost than is degree productivity – if low enrollment courses predominate. *Effective with the 1972-73 budget year, class size minima have for budgeting purposes been raised from 10 to 13 at the lower-division level and from 7 to 10 at the upper-division level;* at the graduate the minima remains at 5. The Office of the Chancellor is continuously monitoring the staffing of courses by means of the Faculty Staffing Worksheets, and degree major programs with course enrollments insufficient to meet the new class size minima will thus be identified through the Faculty Staffing Worksheets. In general, the revised class size minima will result in a smaller selection of courses for students in a low-enrollment major, and in offering courses listed in the catalog less frequently, thus accumulating and maximizing potential student enrollments.

Third, the budgetary effect of phasing out a low-production degree program may be both complex and limited. When the respective curricular program has a support function and offers only one or two specialized courses per semester for the major, results in terms of cost savings may be negligible. Moreover, the elimination of a degree program – particularly of a small one – does not diminish the total enrollment for which a college is budgeted. Upper division and graduate courses phased out as the result of a degee program elimination may be replaced by courses in other disciplines in order to absorb the resulting shifts in enrollments. These and other elements deserve careful consideration in prospective phase-out decisions.

These findings have resulted in a revision of the procedures to be employed annually in program performance review. First, the campuses have now developed their own review procedures, which place particular emphasis on qualitative measures in addition to the quantitative. Each degree program will be reviewed in detail on a rotating basis, so that in a period of about five years every program on each campus will have undergone a thorough evaluation.

Secondly, the Chancellor's Office, using expanded productivity measures, is concentrating on aspects of the review which have systemwide implications for both existing and planned programs. Programs are identified for review on the basis of data derived from the Academic Planning Data Base and degree production reports, as follows:

1. Average FTE per section, by discipline and level of instruction, in order to measure course proliferation within a discipline.

2. Number and percent of sections in each discipline which fall below minimum class size standards used for budgetary purposes, thus identifying the incidence of low-enrollment courses within a discipline.

3. Frequency distribution, in each discipline, of section sizes within each staffing formula category, as a measure of efficiency, thus identifying the incidence of courses in a discipline which may meet class size minima but do not meet optimal standards.

4. Student-faculty ratio, by discipline and level of instruction, as a measure of cost.

5. Degrees granted in each degree program over a period of several years, as a measure of productivity.

These five measures, rather than substituting for evaluative analysis, are designed to *identify* programs and disciplines, by campus, which evidence one or more kinds of low activity. Identification is further aided by cost studies of disciplines and degree programs being conducted in the Chancellor's Office and on the campuses, insofar as these furnish comparative cost information and signal the points at which an in-depth evaluation of instructional management might be necessary. Cost models are being developed which will produce such cost information on a continuing basis. Additional inputs will be provided by information obtained through the WICHE automated compatible cost accounting system. Models are also being developed which will clarify the relationships of the subject area disciplines (items 1 through 4) and the degree programs themselves (item 5). It should be noted that the relationships which can be drawn between degree program and discipline data vary by academic subject area and level.

After the programs are identified for review, evaluations in the Chancellor's Office are conducted on the basis of a number of non-quantifiable factors. Before a program is referred to a campus for further review, the following evaluative measures are among those considered:

- Systemwide trends in the subject area;
- Geographical location of the campus, with attention to special service area and statewide needs;
- Geographical proximity of another campus offering the same program;
- Evidence of manpower shortages in the subject field;
- Role of the program in the context of total college offerings, and role of the program in the context of total regional offerings;
- Projected FTE growth of the college as a whole and implications for the program;
- Facilities limitations which may contribute to enrollment limitations;
- Admissions quotas which may contribute to enrollment limitations;
- Number of applicants to the program, at the campus and systemwide;
- Level of the program (bachelor's or master's), with attention to special considerations related to level;
- Nature of the subject area and its service function;
- Historical growth trends of the program, at the campus and systemwide.

If application of the evaluative measures makes additional justification appear necessary, or if insufficient information is available, the identified programs are referred to the campuses for further information.

The two reviews – that on the campus and that in the Chancellor's Office – are designed to be complementary. The campus review, emphasizing qualitative as well as quantitative measures, will result over a period of time in a detailed analysis of each curricular program. The Chancellor's Office review, while signaling certain programs on individual campuses which appear quantitatively questionable, will focus primarily on systemwide problems in certain subject areas. Taken together, the annual performance reviews should produce some of the following results:

1. The Chancellor's Office will be able to provide the campus with systemwide information which will aid in planning and program decisions.
2. Campus administrators, especially on campuses reaching enrollment ceilings, will have more information on which to base decisions involving priorities among existing programs.
3. Where appropriate, curricular revisions and modifications will occur.
4. Methods for increasing efficiency or improving quality in individual programs will be explored.
5. Appropriate revisions can be made in programs which are high cost solely because resources are not used efficiently.
6. Programs in which demand and productivity are so low as to make them high cost will be discontinued.

Data Bases for Planning and Review

Academic Planning Data Base

Data on full-time equivalent enrollments by discipline, class size, faculty utilization, etc., are collected through the Academic Planning Data Base (APDB). Implemented in the fall of 1971, the Academic Planning Data Base combines two previously separate reporting systems, namely the Course Section Report and the Faculty Utilization Report, and provides detailed information on specific courses and their enrollments in designated disciplines, the physical location of the courses, meeting times, staffing mode, student credit hours generated, and weighted teaching units per faculty member. Assigned time in instructionally related activities is likewise reported.

These operational data serve as a basis for decisions in many types of planning and review activities. They contribute to the Academic Master Planning process by furnishing systemwide and local experience bases in program areas where the need or justification for additional programs is in question, and they are drawn upon to identify individual programs for review purposes. Other information generated by the Academic Planning Data Base, and the planning uses to which it is put, include the following:

Data	Uses	
Faculty Utilization Statistics, by Discipline Student/Faculty Ratios, by Discipline	Faculty Staffing Projections	Comparative Studies of Existing and Projected Costs
FTE Distributions, by Discipline Space Utilization	Capital Outlay Facilities Projections	

Systemwide data bases also exist for every major operational phase with the exception of student progression. The existing data systems encompassing major operational functions are the Space and Facilities Data File, the Personnel Data File, and the Automated Expenditure Ledger Data File. At present, the Academic Planning Data Base is linked to the Space and Facilities Data File through compatible coding systems for subject area-discipline areas and facilities. Beginning in the fall of 1971, compatible discipline codes (HEGIS) were applied to the Academic Planning Data Base and the Automated Expenditure Ledger Data File, and the potential thus exists for linking information from these two files. Similarly, faculty and discipline codes used in the Academic Planning Data Base correspond with codes employed in the Personnel Data File.

The data files now available contain nearly all of the data necessary for the generation of a comprehensive management information system for the California State University and Colleges, providing sufficient data to keep campus and systemwide administrators fully informed about past, ongoing, and future operations. With the aid of such information, actual and projected program costs and budget needs can be more accurately determined. The Chancellor's Office is currently engaged in developing and implementing such an integrated management information system, using the Academic Planning Data Base and related data bases.

Hegis Coding Structure

The Higher Education General Information Survey, which outlines and classifies conventional academic subdivisions of knowledge and training, was developed cooperatively by the National Center for Educational Statistics and the National Center for Research and Development (both of the U.S. Office of Education) and the Western Interstate Commission on Higher Education (WICHE).

While national coding structures had been in existence prior to the development of the current system, it was deemed desirable to develop a coding structure sufficiently detailed and flexible to enable colleges to use it not only for reporting to State and Federal agencies but also for their own record keeping. A crucial feature in the development of the list was a review process involving institutions of higher education, Federal agencies, and higher education associations and organizations. The resulting taxonomy attempts to classify programs so that they will be equally applicable to students, faculty assignments, space, and finance. The taxonomy has been adopted as the core portion of the Program Classification Structure developed by the Western Interstate Commission for Higher Education's Management Information Systems program (WICHE – MIS) and is used in WICHE – MIS standard models and cost exchange procedures.

The HEGIS coding structure has been adopted in the California State University and Colleges for use in all data systems containing degree program or discipline data. For the Academic Planning Data Base and the Automated Expenditure Ledger, State University and College Discipline codes and degree majors were converted to HEGIS discipline codes effective with the fall of 1971. Thus, for all systemwide reporting involving degree majors, a standard coding system is now in use.

It was found in converting systemwide codes to the four-digit HEGIS categories that desired levels of specificity which had been recognized in prior coding systems were sometimes lost. The California State University and Colleges therefore adopted for internal systemwide use a modified five-digit HEGIS coding system, which retains the four-digit HEW-HEGIS code and adds one digit for further distinction within each category (see Appendix G). The first two digits of the HEGIS code designate the broad categories into which degree programs are grouped in Sections I and II (Agriculture and Natural Resources; Architecture and Environmental Design, etc.) and into which disciplines are grouped in the charts at the end of this section. For reporting outside of the system, the State University and College-assigned fifth digit is dropped, so that the coding of degree program and discipline information collected by HEW and other national agencies is consistent with that used by universities and colleges throughout the country.

Planning Activities Supportive of Curricular Development

The projection and endorsement of a degree program on the Academic Master Plan, which represents the completion of one analysis phase, marks the beginning of a host of related planning activities, including those involving staffing, facilities, and enrollment. As noted by the Coordinating Council for Higher Education, "Action begins with approval of the academic program – this is the point at which planning and coordination must take place." The Council notes, moreover, that in California rapid enrollment increases resulted in the recognition at an early date of "the need to reconcile the space required for a particular program with the student load, as well as a need to provide insurance that physical facilities were being utilized efficiently. As a result, California has been a pioneer among the states in the areas of utilization standards and capital outlay planning."[1]

Enrollment Projections

Enrollment (capital outlay) projections are revised annually, based upon Department of Finance systemwide enrollment projections covering each year within a 10-year period. Methods of projecting overall enrollments are becoming increasingly sophisticated, utilizing not only past experience but also demographic projections and anticipated demands. The Division of Institutional Research in the Chancellor's Office, in cooperation with the individual universities and colleges, allocates the total projected systemwide FTE to the campuses, in some cases at a fixed annual rate and in other cases at varying rates, depending upon facilities limitations, anticipated fluctuations in service-area demand, and other variables. The total figure projected for each institution is then further apportioned by level of instruction.

The total enrollment projection for each campus is a highly important element in academic master planning, particularly in determining the number, size and level of programs which can be supported in the five-year planning period. At a campus such as San Jose State College, which is projected to reach its enrollment ceiling within the five-year Academic Master Plan period, curricular planning takes on a far different character than at rapidly expanding institutions. There, new degree programs, instead of absorbing enrollments provided by annual enrollment increases, will draw upon enrollments from existing programs – a phenomenon which has implications for all related planning areas. The rates of growth projected for each campus are thus reflected in the number and scope of degree programs which are projected on the Academic Master Plans, and the percentages of graduate level enrollments are likewise reflected in the number of master's degree projections.

In terms of long-range planning, the enrollment projections, and their distribution by subject discipline area, are also used in facilities planning. In short-range terms, the projections serve as the basis for faculty staffing requests in each budgeting cycle.

Faculty Staffing

In the past, projected faculty staffing requirements were determined by means of the faculty staffing formula, which related workload norms for various types of courses to a set of proposed course lists submitted annually by the colleges. The proposed course lists were constructed to reflect the anticipated total FTE allocation and its distribution by level, discipline, and mode of instruction. Faculty to staff new degree programs projected on the Academic Master Plans were generated through increases in the total FTE allocations, which were in turn reflected in appropriate disciplines on the faculty staffing worksheets or course lists.

Beginning with the 1973-74 budgeting cycle, the faculty staffing worksheets will be replaced with a tentative staffing method based on the ratio of Student Credit Units (SCU) to Full-Time Equivalent Faculty (FTEF). Each college will estimate the distribution of its total allocated SCU to a list of broad discipline categories. In recognition of institutional diversity with respect to the "mix" of SCU by discipline, level and mode of instruction, and other relevant variables, a separate set of discipline category SCU/FTEF ratios is developed for each college. These ratios are a three-year average for the college of historical ratios in the discipline categories. Applied to the projected SCU by category, they yield the budgetary request for faculty. If a college anticipates substantial deviation from the three-year average ratio, a change proposal form will be submitted for analysis and review. Faculty to staff new programs will be accommodated through changes in SCU distribution and/or changes in ratios pertaining to affected discipline categories.

---

[1] *Survey of Educational Offerings and Academic Plans with a Consideration of Higher Cost Programs: A First Report*. Coordinating Council for Higher Education, May 6, 1969.

Projected Enrollment Distributions, by Discipline

Based upon the total enrollments projected, the degree program projections in the Academic Master Plans, and the distribution of actual full-time equivalent students by discipline, the colleges annually make long-range projections of the distribution of enrollments by discipline. These projections, which appear at the end of this section, are utilized primarily in determining facilities requirements for the various discipline areas and for the campus as a whole.

"Discipline" enrollments may be equated most closely to course enrollments; for example, one FTE in Spanish represents one student enrolled in 15 semester units of Spanish courses. Since degree programs often include course work from several disciplines (as well as courses from disciplines involved in General Education), the FTE in a discipline cannot be directly equated with the number of students enrolled in a degree major program. Reasonably reliable equations can be established, however, to aid in both program planning and review, and these equations are becoming more refined through use of the "Induced Course Load Matrix" (ICLM). The ICLM provides, for instance, a hypothetical model of a program taken by an Engineering major, by determining the average of student credit hours taken in Engineering and each related discipline, such as Physics and Mathematics. Conversely, the FTE enrollment in Mathematics courses can be evaluated with regard to what percentage of the enrolleees are Mathematics majors, Engineering majors, Chemistry majors, etc.

The ICLM concept, then, can be used to form a link between existing or projected degree majors and existing or projected FTE enrollments by discipline. For example, the projection on the Academic Master Plan of a BA degree in Nursing should result in a percentage increase of the FTE discipline projections in Biology, Microbiology, and other related areas. Conversely, when an existing degree program in Chemistry is under review, it is possible and necessary to identify what proportion of the existing FTE enrollment in Chemistry is represented by students majoring in that field, and what proportion serves students majoring in other subject areas. While the intricate relationships between degree programs and subject area disciplines have long been recognized and taken into account, the Induced Course Load Matrix, when sufficiently refined, should be a valuable aid to both planning and review by linking the data contained in the following charts with the degree programs shown on the Academic Master Plans.

The charts which follow show in the first two columns the actual FTE enrollments and percentage distributions of subject area disciplines, as reported in the Fall 1971 Academic Planning Data Base. It should be noted that information reported in Fall 1971 is still subject to the correction of coding errors, but the FTE figures and particularly the percentage distributions will remain largely unchanged. The last two columns of the charts contain annual FTE enrollments by discipline, and the percentage distributions, projected for 1978-79 – the planning year now in effect for facilities. The FTE discipline projections for 1978-79 are based on the approved annual FTE enrollment projections of August 1971, which appear on page 106. The projected total for each campus is currently in the annual revision process, and alterations in the totals will of course cause alterations in the individual FTE projections by discipline. The percentage distribution in the final column is currently the most accurate indicator of an institution's plans, since these percentages may be used to compute the individual FTE figures in each discipline to correspond with the revised total. Each year the State Universities and Colleges review and revise the projected percentage distributions so that Academic Master Plan revisions and trends apparent in the latest actual enrollment figures are accommodated.

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

CALIFORNIA STATE COLLEGE, BAKERSFIELD

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Biology	31.3	2.1	147.4	3.0
Business Administration	6.0	0.4	108.1	2.2
Accounting	33.3	2.2	108.1	2.2
Finance	20.0	1.3	63.8	1.3
Quantitative Methods	22.3	1.5	73.7	1.5
Marketing	38.0	2.5	122.8	2.5
International Business	3.0	0.2	9.8	2.5
Industrial Relations	5.0	0.3	14.7	0.3
Computer Science	1.3	0.1	24.5	0.5
Education	223.3	14.8	579.8	11.8
Physical Education	19.0	1.3	73.7	1.5
Fine Arts	19.0	1.3	49.1	1.0
Art	25.7	1.7	98.2	2.0
Music	21.2	1.4	73.7	1.5
Drama	0.5	0.0	24.5	0.5
French	7.3	0.5	49.1	1.0
German	6.0	0.4	19.6	0.4
Spanish	25.0	1.7	73.7	1.5
Nursing	11.3	0.8	122.8	2.5
Medical Technology	–	–	73.7	1.5
Health Science	–	–	49.1	1.0
English	191.5	12.7	442.2	9.0
Speech	–	–	24.5	0.5
Classics	–	–	4.9	0.1
Philosophy	69.3	4.6	122.8	2.5
Religious Studies	9.0	0.6	73.7	1.5
Mathematics	94.0	6.2	221.1	4.5
Chemistry	20.7	1.4	122.8	2.5
Physics	12.3	0.8	73.7	1.5
Earth Science	21.0	1.4	73.7	1.5
Psychology	103.4	6.8	294.8	6.0
Behavioral Science	53.7	3.6	108.1	2.2
Public Administration	4.0	0.3	49.1	1.0

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

CALIFORNIA STATE COLLEGE, BAKERSFIELD (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Anthropology	45.7	3.0	122.8	2.5
Economics	30.1	2.0	147.2	3.0
History	150.7	10.0	442.3	9.0
Political Science	43.7	2.9	196.5	4.0
Sociology-Anthropology	42.7	2.8	24.5	0.5
Sociology	57.3	3.8	294.8	6.0
General Education	22.7	1.5	73.7	1.5
Interdisciplinary	20.7	1.4	39.3	0.8
TOTAL	1,510.9	100.0	4,914.0	100.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

CHICO STATE COLLEGE

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Agriculture	16.1	0.2	13.0	0.1
Agronomy	27.1	0.3	45.0	0.3
Soil Science	15.0	0.1	26.0	0.2
Animal Husbandry	48.6	0.5	63.0	0.5
Dairy Science	2.7	0.0	8.0	0.1
Horticulture	15.3	0.2	28.0	0.2
Agriculture Business	27.7	0.3	51.0	0.4
Agriculture Mechanics	22.3	0.2	23.0	0.2
Range Management	16.3	0.2	13.0	0.1
Asian Studies	5.2	0.1	8.0	0.1
African Studies	6.3	0.1	7.0	0.1
Latin American Studies	4.4	0.0	7.0	0.1
American Studies	6.6	0.1	8.0	0.1
Biology	475.1	4.7	630.0	4.8
Business Administration	37.0	0.4	132.0	1.0
Business Law	75.4	0.8	84.0	0.6
Accounting	109.9	1.1	147.0	1.1
Finance	76.8	0.8	105.0	0.8
Management	79.3	0.8	100.0	0.8
Office Administration	59.5	0.6	95.0	0.7
Quantitative Methods	49.2	0.5	72.0	0.5
Marketing	82.3	0.8	120.0	0.9
Real Estate	6.8	0.1	20.0	0.1
Mass Communications	131.3	1.3	175.0	1.3
Computer Science	197.7	2.0	280.0	2.1
Education	150.7	1.5	165.0	1.3
Teacher Education	602.3	6.0	640.0	4.9
A T Education	83.3	0.8	95.0	0.7
Physical Education	366.9	3.7	400.0	3.1
Industrial Technology	289.2	2.9	300.0	2.3
Engineering	56.7	0.6	65.0	0.5
Civil Engineering	58.9	0.6	65.0	0.5
Electrical Engineering	27.9	0.3	30.0	0.2
Mechanical Engineering	14.9	0.1	15.0	0.1

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

CHICO STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Art	381.7	3.8	525.0	4.0
Music	185.6	1.9	250.0	1.9
Drama	64.9	0.6	80.0	0.6
Dance	40.3	0.4	25.0	0.2
Foreign Language	33.6	0.3	40.0	0.3
French	52.1	0.5	65.0	0.5
German	34.8	0.3	33.0	0.3
Italian	12.5	0.1	10.0	0.1
Spanish	89.8	0.9	114.0	0.9
Russian	2.1	0.0	2.0	0.1
Chinese	3.5	0.0	2.0	0.1
Japanese	1.0	0.0	2.0	0.1
Swahili	1.7	0.0	2.0	0.1
Health Science	183.7	1.8	245.0	1.9
Nursing	184.7	1.8	350.0	2.7
Home Economics	178.8	1.8	180.0	1.4
English	706.4	7.1	975.0	7.5
Speech	177.7	1.8	225.0	1.7
Philosophy	321.3	3.2	400.0	3.1
Mathematics	360.3	3.6	470.0	3.6
Physical Science	78.7	0.8	103.0	0.8
Physics	98.1	1.0	120.0	0.9
Chemistry	275.9	2.8	345.0	2.6
Geology	88.5	0.9	107.0	0.8
Psychology	656.7	6.6	845.0	6.5
Recreation	150.7	1.5	225.0	1.7
Social Work	198.8	2.0	250.0	1.9

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

CHICO STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Social Science	0.3	0.0	10.0	0.1
Anthropology	258.3	2.6	335.0	2.6
Economics	228.9	2.3	280.0	2.1
History	492.9	4.9	770.0	5.9
Geography	278.3	2.8	372.0	2.9
Political Science	425.0	4.2	496.0	3.8
Sociology	448.1	4.5	590.0	4.5
Black Studies	58.6	0.6	122.0	0.9
Liberal Studies	20.0	0.2	0.0	0.0
TOTALS	10,018.8	100.0	13,000.0	100.0
ALLOCATED TOTALS*			14,700.0	

---

*The college has indicated a desire to lower its currently approved capital outlay projections. Accordingly, the total FTE projected by the college does not correspond with the currently allocated total.

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

CALIFORNIA STATE COLLEGE , DOMINGUEZ HILLS

	Fall 1971		1978-79	
Discipline	Actual FTE	%	Projected FTE	%
American Studies	10.1	0.4	35.0	0.4
Biology	96.4	3.3	445.0	4.8
Business	5.3	0.2	270.0	2.9
Education	135.2	4.7	415.0	4.5
Health and Physical Education	53.9	1.9	350.0	3.8
Art	147.2	5.1	435.0	4.7
Music	78.3	2.7	230.0	2.5
French	12.0	0.4	35.0	0.4
German	8.5	0.3	30.0	0.3
Spanish	57.1	2.0	165.0	1.8
Chinese	7.2	0.2	20.0	0.2
Japanese	9.9	0.3	30.0	0.3
English	347.1	12.0	1,030.0	11.1
Philosophy	132.0	4.6	400.0	4.3
Mathematics	162.7	5.6	535.0	5.8
Physics	52.3	1.8	260.0	2.8
Chemistry	127.1	4.4	445.0	4.8
Psychology	270.2	9.4	765.0	8.3
Behavioral Science	29.1	1.0	85.0	0.9
Anthropology	118.0	4.1	315.0	3.4
Economics	152.8	5.3	415.0	4.5
History	273.7	9.5	775.0	8.4
Geography	73.1	2.5	215.0	2.3
Political Science	201.3	7.0	565.0	6.1
Sociology	288.7	10.0	815.0	8.8
Afro-American Studies	2.1	0.1	10.0	0.1
Urban Studies	2.4	0.1	85.0	0.9
Twentieth Century Thought and Expression	27.2	0.9	75.0	0.8
TOTALS	2,881.0	100.0	9,250.0	100.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

FRESNO STATE COLLEGE

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Agriculture	42.7	0.3	65.7	0.4
Agriculture Education	9.8	0.1	18.2	0.1
Animal Science	87.4	0.7	131.3	0.7
Dairy Industry	5.0	0.0	–	0.0
Enology	130.5	1.0	182.4	1.0
Agricultural Economics	64.6	0.5	100.3	0.6
Food Science	17.9	0.1	18.2	0.1
Agricultural Mechanics	40.2	0.3	62.0	0.3
Plant Science	150.9	1.2	218.8	1.2
Urban and Regional Planning	74.6	0.6	109.4	0.6
Biology	188.7	1.5	248.0	1.4
Botany	113.2	0.9	138.6	0.8
Zoology	149.3	1.2	186.0	1.0
Physiology	101.9	0.8	80.2	0.4
Microbiology	65.7	0.5	65.7	0.4
Entomology	11.3	0.1	10.9	0.1
Business Administration	624.7	4.9	899.1	4.9
Business	76.6	0.6	114.9	0.6
Accounting	204.1	1.6	297.3	1.6
Office Administration	103.9	0.8	142.3	0.8
Marketing	124.7	1.0	187.8	1.0
Mass Communications	8.8	0.1	18.2	0.1
Journalism	123.5	1.0	182.3	1.0
Radio-Television	87.6	0.7	124.0	0.7
Computer Science	1.1	0.0	–	0.0
Elementary Education	421.2	3.3	583.6	3.2
Secondary Education	186.1	1.5	282.7	1.5
Coed Physical Education	112.4	0.9	601.8	3.3
Physical Education	313.1	2.4		
Men's Physical Education	109.7	0.8	164.1	0.9
Women's Physical Education	59.0	0.4	91.2	0.5
Industrial Arts	454.3	3.5	693.0	3.8
Advanced Studies	167.1	1.3	228.0	1.2
Engineering	193.0	1.5	368.3	2.0
Art	387.0	3.0	601.8	3.3
Music	369.3	2.9	516.1	2.8
Drama	125.5	1.0	186.0	1.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

FRESNO STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
French	70.4	0.5	83.9	0.5
German	69.8	0.5	73.0	0.4
Italian	5.2	0.0	–	0.0
Spanish	178.4	1.4	231.6	1.3
Russian	26.9	0.2	20.1	0.1
Chinese	5.3	0.0	–	0.0
Japanese	10.7	0.1	18.2	0.1
Latin	16.5	0.1	10.9	0.1
Greek	2.2	0.0	–	0.0
Armenian	6.5	0.1	9.1	0.1
Portuguese	3.0	0.0	–	0.0
Health Science	191.4	1.5	284.5	1.6
Nursing	217.2	1.7	313.7	1.7
Physical Therapy	4.8	0.0	–	0.0
Communicative Disorders	141.3	1.1	207.9	1.1
Rehabilitation Counseling	13.4	0.1	54.7	0.3
Home Economics	476.5	3.7	693.0	3.8
English	610.9	4.8	855.3	4.7
Linguistics	89.3	0.7	147.7	0.8
Speech	202.7	1.6	291.8	1.6
Philosophy	142.2	1.1	206.1	1.1
Mathematics	370.7	2.9	592.7	3.2
Air Science	23.9	0.2	18.2	0.1
Physical Science	42.2	0.3	54.7	0.3
Physics	150.1	1.2	218.8	1.2
Chemistry	367.3	2.9	505.1	2.8
Geology	159.8	1.2	206.1	1.1
Oceanography	.3	0.0	–	0.0
Psychology	542.5	4.2	822.5	4.5
Recreation	91.3	0.7	109.4	0.6
Social Welfare	162.8	1.3	255.3	1.4
Social Work	183.2	1.4	255.3	1.4

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

FRESNO STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Anthropology	165.9	1.3	229.8	1.3
Economics	273.7	2.1	383.0	2.1
History	559.1	4.4	674.7	3.7
Geography	407.9	3.2	565.3	3.1
Political Science	289.9	2.3	419.4	2.3
Sociology	305.5	2.4	430.4	2.4
Criminology	398.3	3.1	592.7	3.2
Black Studies	111.8	0.9	164.1	0.9
Native American Studies	21.2	0.2	36.5	0.2
La Raza	100.9	0.8	136.8	0.7
Armenian Studies	7.7	0.1	18.2	0.1
Asian American Studies	19.6	0.2	36.5	0.2
Honors	2.5	0.0	–	0.0
International Studies Campus	25.0	0.2	36.5	0.2
Experimental	52.5	0.3	54.7	0.3
TOTALS	12,826.3	100.0	18,236.4	100.0

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

CALIFORNIA STATE COLLEGE, FULLERTON

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
American Studies	77.2	0.7	132.3	0.7
Biological Science	583.3	5.0	945.0	5.0
Accounting	277.4	2.4	453.6	2.4
Finance	197.6	1.7	321.3	1.7
Management	356.6	3.1	585.9	3.1
Quantitative Methods	282.4	2.4	453.6	2.4
Marketing	287.6	2.5	472.5	2.5
Communications	376.5	3.3	623.7	3.3
Education	636.7	5.5	1,039.5	5.5
Health Education	53.9	0.5	94.5	0.5
Physical Education	393.2	3.4	642.5	3.4
Recreation	14.5	0.1	18.9	0.1
Engineering	195.7	1.7	321.3	1.7
Art	504.8	4.4	831.6	4.4
Art Education	5.6	0.0	–	0.0
Music	327.4	2.8	529.2	2.8
Music Education	2.2	0.0	–	0.0
Theatre	236.2	2.0	378.0	2.0
Dance	32.7	0.3	56.7	0.3
Foreign Language	1.7	0.0	–	0.0
French	108.7	0.9	170.1	0.9
German	92.3	0.8	151.2	0.8
Hebrew	7.8	0.1	18.9	0.1
Italian	7.7	0.1	18.9	0.1
Latin	6.0	0.1	18.9	0.1
Portuguese	5.8	0.1	18.9	0.1
Russian	25.3	0.2	37.8	0.2
Spanish	131.9	1.1	207.9	1.1
Swahili	2.4	0.0	–	0.0
Comparative Literature	101.2	0.9	170.1	0.9
English	929.4	8.0	1,510.0	8.0
Linguistics	28.4	0.2	37.8	0.2
Speech	287.5	2.5	472.5	2.5
Speech Education	2.9	0.0	–	0.0
Philosophy	207.3	1.8	340.2	1.8
Religious Studies	94.0	0.8	151.2	0.8

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

CALIFORNIA STATE COLLEGE, FULLERTON (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Library	6.4	0.1	18.9	0.1
Librarianship	63.2	0.5	113.4	0.6
Mathematics	293.9	2.5	472.5	2.5
Mathematics Education	76.3	0.7	132.3	0.7
Physical Science	106.4	0.9	170.1	0.9
Physics	156.0	1.3	245.7	1.3
Chemistry	237.3	2.0	378.0	2.0
Earth Science	108.3	0.9	170.1	0.9
Psychology	479.0	4.1	774.9	4.1
Anthropology	384.1	3.3	623.7	3.3
Economics	337.8	2.9	548.1	2.9
History	754.3	6.5	1,228.5	6.5
Geography	285.9	2.5	472.5	2.5
Political Science	462.2	4.0	756.0	4.0
Sociology	594.6	5.1	963.9	5.1
Afro-Ethnic Studies	73.5	0.6	113.4	0.6
Mexican-American Studies	70.5	0.6	113.4	0.6
Natural Science	3.8	0.0	–	0.0
Science Education	40.1	0.3	56.7	0.3
Environmental Studies	4.0	0.0	–	0.0
Interdisciplinary Studies	141.3	1.2	226.8	1.2
Latin American Studies	2.2	0.0	–	0.0
Social Science	2.6	0.0	–	0.0
Technical Studies	8.6	0.1	18.9	0.1
TOTALS	11,574.1	100.0	18,824.3	100.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS, BY DISCIPLINE

CALIFORNIA STATE COLLEGE, HAYWARD

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Asian Studies	1.0	0.1	17.8	0.1
Biology	484.8	4.7	854.4	4.8
Business Education	0.2	0.0	0.0	0.0
Accounting	358.5	3.5	943.4	5.3
Management	363.1	3.6	996.8	5.6
Marketing	71.1	0.7	195.8	1.1
Mass Communications	52.5	0.5	142.4	0.8
Education	542.5	5.3	872.2	4.9
Educational Psychology	214.4	2.1	373.8	2.1
Child Development	181.4	1.8	445.0	2.5
School Administration and Supervision	60.5	0.6	106.8	0.6
Physical Education	369.2	3.6	605.2	3.4
Art	436.1	4.3	712.0	4.0
Music	263.3	2.6	427.2	2.4
Drama	104.9	1.0	195.8	1.1
Foreign Languages	510.3	5.0	623.0	3.5
Health Science	–	–	124.6	0.7
Nursing	10.3	0.1	124.6	0.7
English	521.7	5.1	872.2	4.9
Linguistics	–	–	17.8	0.1
Speech	187.9	1.8	284.8	1.6
English as a Foreign Language	3.2	0.0	0.0	0.0
Philosophy	367.9	3.6	534.0	3.0
Mathematics	648.8	6.3	1,085.8	6.1
Statistics	271.1	2.7	445.0	2.5
Physical Science	9.8	0.2	17.8	0.1
Physics	117.3	1.1	160.2	0.9
Chemistry	218.2	2.1	356.0	2.0
Earth Sciences	96.2	0.9	178.0	1.0
Psychology	590.3	5.8	996.8	5.6
Public Administration	83.7	0.8	142.4	0.8
Recreation	116.5	1.1	178.0	1.0
Social Work	–	–	373.8	2.1

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS, BY DISCIPLINE

CALIFORNIA STATE COLLEGE, HAYWARD (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Social Science	23.8	0.2	0.0	0.0
Anthropology	498.1	4.9	747.6	4.2
Economics	287.7	2.8	498.4	2.8
History	629.6	6.2	925.6	5.2
Geography	164.4	1.6	338.2	1.9
Political Science	373.1	3.6	623.0	3.5
Sociology	578.1	5.7	569.6	3.2
Urban Studies	–	–	17.8	0.1
Black Studies	198.7	1.9	391.6	2.2
Mexican-American Studies	39.3	0.4	89.0	0.5
Asian-American Studies	–	–	17.8	0.1
Liberal Studies	159.9	1.6	178.0	1.0
Science Education	6.0	0.1	0.0	0.0
TOTALS	10,221.1	100.0	17,800.0	100.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

HUMBOLDT STATE COLLEGE

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Fisheries	60.1	1.1	90.2	1.1
Wildlife Management	69.6	1.3	98.4	1.2
Forestry	121.5	2.3	188.6	2.3
Natural Resources	168.1	3.2	287.0	3.5
Range Management	29.3	0.6	49.2	0.6
Watershed Management	12.1	0.2	32.8	0.4
Biology	163.6	3.0	229.6	2.8
Botany	125.8	2.4	196.8	2.4
Zoology	166.3	3.2	254.2	3.1
Business Administration	201.2	3.8	393.6	4.8
Business Education	35.1	0.7	57.4	0.7
Journalism	54.8	1.0	82.0	1.0
Education	267.1	5.0	360.8	4.4
Speech Correction	48.1	0.9	49.2	0.6
Physical Education	270.6	5.1	426.4	5.2
Industrial Arts	86.9	1.6	131.2	1.6
Engineering	27.3	0.5	90.2	1.1
Art	212.0	4.0	303.4	3.7
Music	143.1	2.7	188.6	2.3
Theatre	121.9	2.3	172.2	2.1
French	43.7	0.8	57.4	0.7
German	28.3	0.5	32.8	0.4
Spanish	40.6	0.8	65.6	0.8
Russian	10.3	0.2	16.4	0.2
Health Education	60.9	1.2	82.0	1.0
Nursing	30.1	0.6	57.4	0.7
Home Economics	79.6	1.5	114.8	1.4
English	317.0	6.0	483.8	5.9
Speech	93.0	1.8	164.0	2.0
Philosophy	79.9	1.5	164.0	2.0
Mathematics	241.8	4.6	344.4	4.2

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

HUMBOLDT STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Physical Science	79.8	1.5	139.4	1.7
Physics	87.3	1.6	114.8	1.4
Chemistry	140.3	2.6	196.8	2.4
Geology	59.4	1.1	98.4	1.2
Oceanography	64.1	1.2	114.8	1.4
Psychology	341.7	6.5	533.0	6.5
Social Work	39.5	0.7	65.6	0.8
Economics	123.6	2.3	196.8	2.4
History	263.1	5.0	442.8	5.4
Geography	94.2	1.8	172.2	2.1
Political Science	164.3	3.1	262.4	3.2
Sociology	309.2	5.8	459.2	5.6
Innovative Cluster Program	121.6	2.3	139.4	1.7
TOTALS	5,297.8	100.0	8,200.0	100.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

CALIFORNIA STATE COLLEGE, LONG BEACH

	Fall 1971		1978-79	
Discipline	**Actual FTE**	**%**	**Projected FTE**	**%**
Biology	377.5	1.9	435.8	1.8
Botany	77.8	0.4	102.1	0.4
Zoology	204.1	1.0	236.6	1.0
Microbiology	269.6	1.3	346.1	1.5
Anatomy - Physiology	168.6	0.8	211.7	0.9
Entomology	25.6	0.1	24.9	0.1
Business Administration	128.2	0.6	164.3	0.7
Business Education	102.4	0.5	124.5	0.5
Accounting	515.5	2.6	659.9	2.7
Finance	404.0	2.0	498.0	2.0
Management	257.8	1.3	311.3	1.3
Quantitative Methods	230.4	1.1	261.5	1.1
Marketing	288.4	1.4	398.4	1.6
Manpower Management	180.3	0.9	244.0	1.0
Journalism	146.6	0.7	179.3	0.7
Radio/Television	137.7	0.7	249.0	1.0
Education	42.1	0.2	57.3	0.2
Elementary Education	570.2	2.8	694.7	2.8
Secondary Education	504.2	2.5	610.1	2.5
Educational Foundations	70.8	0.4	74.7	0.3
Educational Psychology	550.7	2.7	662.3	2.7
Education and School Administration	44.9	0.2	37.4	0.2
Men's Physical Education	431.1	2.1	560.3	2.3
Women's Physical Education	292.8	1.5	338.6	1.4
Safety Education	18.5	0.1	12.5	0.1
Industrial Arts	392.8	2.0	510.5	2.1
Industrial Technology	226.9	1.1	460.6	1.9
Education, Instructional Media	82.6	0.4	134.5	0.5
Chemical Engineering	10.7	0.1	44.8	0.2
Civil Engineering	225.7	1.1	316.2	1.3
Electrical Engineering	183.5	0.9	311.3	1.3
Mechanical Engineering	188.3	0.9	281.4	1.3
Art	833.6	4.2	1,020.9	1.1
Music	371.2	1.8	473.1	1.9
Theatre	236.3	1.2	273.9	1.1
Dance	40.3	0.2	49.8	0.2

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

CALIFORNIA STATE COLLEGE, LONG BEACH (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
French	109.3	0.5	124.5	0.5
German	98.3	0.5	99.6	0.4
Spanish	152.5	0.8	186.8	0.8
Russian	19.2	0.1	22.4	0.1
Chinese	10.7	0.1	9.9	0.0
Japanese	34.2	0.2	37.4	0.2
Latin	16.4	0.1	19.9	0.1
Greek	15.5	0.1	22.4	0.1
Hebrew	5.6	0.0	4.9	0.0
Hindi	2.1	0.0	7.5	0.0
Portuguese	10.9	0.1	12.5	0.1
Sanskrit	6.0	0.0	7.5	0.0
Health Science	202.4	1.0	273.9	1.1
Nursing	107.1	0.5	174.3	0.7
Physical Therapy	54.0	0.3	149.4	0.6
Occupational Therapy	–	–	7.5	0.0
Home Economics	332.5	1.7	448.2	1.8
English	1,304.8	6.5	1,481.0	6.0
Comparative Literature	155.3	0.8	161.9	0.7
Linguistics	0.8	0.0	2.5	0.0
Speech	570.4	2.8	622.5	2.5
Philosophy	433.0	2.2	535.4	2.2
Religious Studies	62.6	0.3	69.7	0.3
Library Science	18.5	0.1	24.9	0.1
Mathematics	774.6	3.9	953.7	3.8
Physical Science	6.0	0.0	17.4	0.1
Physics	300.4	1.5	361.1	1.5
Chemistry	452.5	2.3	498.0	2.0
Astronomy	105.2	0.5	109.6	0.4
Geology	186.1	0.9	216.6	0.9
Psychology	858.6	4.3	1,090.6	4.4
Recreation	110.4	0.5	174.3	0.7
Social Work	138.0	0.7	124.5	0.5

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

CALIFORNIA STATE COLLEGE, LONG BEACH (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Social Science	3.4	0.0	0.0	0.0
Anthropology	461.9	2.3	547.8	2.2
Economics	649.3	3.2	796.8	3.2
History	923.6	4.6	1,020.9	4.1
Geography	350.8	1.7	435.8	1.8
Political Science	667.1	3.3	811.7	3.3
Sociology	588.3	2.9	684.7	2.8
Criminology	296.1	1.5	455.7	1.8
Black Studies	200.7	1.0	199.2	0.8
Indian Studies	39.0	0.2	49.8	0.2
Mexican-American Studies	180.1	0.9	211.6	0.9
Urban Studies	11.4	0.1	24.9	0.1
Asian-American Studies	73.7	0.4	72.2	0.3
Foreign Student Program	9.0	0.0	12.5	0.1
Educational Opportunity Program	46.4	0.2	39.8	0.2
All College Honors	98.6	0.5	112.1	0.5
TOTALS	20,085.1	100.0	24,900.0	100.0

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

CALIFORNIA STATE COLLEGE, LOS ANGELES

Discipline	Fall 1971		1978-79	
	Actual FTE	%	Projected FTE	%
Asian Studies	10.9	0.1	44.4	0.2
Pan-African Studies	307.2	1.9	373.0	1.7
Latin American Studies	4.3	0.0	4.4	0.0
American Studies	113.6	0.7	66.6	0.3
Biology	511.5	3.2	777.0	3.5
Microbiology	113.4	0.7	199.8	0.9
Business	1,780.9	11.1	2,719.5	12.3
Journalism	79.3	0.5	117.7	0.5
Broadcasting	12.1	0.1	15.5	0.1
Education	1,848.7	11.6	2,331.0	10.5
Physical Education	473.2	3.0	555.0	2.5
Industrial Studies	283.1	1.8	444.0	2.0
Engineering	365.8	2.3	555.0	2.5
Art	561.3	3.5	808.1	3.6
Music	465.3	2.9	777.0	3.5
French	80.0	0.5	20.0	0.1
German	52.7	0.3	59.9	0.3
Spanish	178.9	1.1	170.9	0.8
Russian	9.9	0.1	11.1	0.1
Chinese	14.7	0.1	33.3	0.2
Japanese	35.3	0.2	44.4	0.2
Latin	0.1	0.0	2.2	0.0
Arabic	5.6	0.0	4.4	0.0
Hebrew	–	–	4.4	0.0
Health and Safety	339.6	2.1	444.0	2.0
Nursing	202.3	1.3	488.4	2.2
Public Health	36.5	0.2	77.7	0.4
Audiology	45.8	0.3	66.6	0.3
Home Economics	288.3	1.8	444.0	2.3
English	927.9	5.8	1,198.8	5.1
Speech	460.6	2.9	637.1	2.9
Philosophy	366.2	2.3	510.6	2.3

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

CALIFORNIA STATE COLLEGE, LOS ANGELES (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Mathematics	609.4	3.8	765.9	3.5
Physics	178.5	1.1	210.9	1.0
Chemistry	260.2	1.6	399.6	1.8
Astronomy	28.6	0.2	48.8	0.2
Geology	139.0	0.9	177.6	0.8
Psychology	1,011.1	6.3	1,376.4	6.2
Recreation	99.9	0.6	177.6	0.8
Police Science	399.9	2.5	843.6	3.8
Social Science	2.9	0.0	4.4	0.0
Anthropology	352.5	2.2	730.4	3.3
Economics	397.0	2.5	479.5	2.2
History	665.7	4.2	721.5	3.3
Geography	312.3	2.0	466.2	2.1
Political Science	610.0	3.8	590.5	2.7
Sociology	753.0	4.7	843.6	3.8
Mexican-American Studies	199.1	1.2	346.3	1.6
Urban Studies	–	–	11.1	0.1
TOTALS	15,994.2	100.0	22,200.0	100.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

CALIFORNIA STATE POLYTECHNIC COLLEGE, POMONA

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Agriculture	2.9	0.0	–	–
International Agriculture	8.8	0.1	–	–
Agronomy	41.9	0.5	42.6	0.3
Soil Science	36.8	0.4	46.7	0.3
Animal Science	144.5	1.6	219.6	1.6
Foods and Nutrition	3.3	0.0	–	–
Veterinary Science	17.5	0.2	13.7	0.1
Poultry Industry	6.7	0.1	13.7	0.1
Fruit Industry	16.3	0.2	20.6	0.2
Ornamental Horticulture	37.9	0.4	54.8	0.4
Agriculture Business Management	99.9	1.1	116.6	0.9
Agriculture Biology	21.9	0.2	32.9	0.2
Environmental Design	138.6	1.5	274.5	2.0
Architecture	75.7	0.8	137.3	1.0
Landscape Architecture	64.5	0.7	137.3	1.0
American Studies	139.5	1.5	205.8	1.5
Biology	372.1	4.1	655.4	4.8
Botany	63.4	0.7	122.7	0.9
Microbiology	62.9	0.7	127.2	0.9
Pathology	5.5	0.1	8.9	0.1
Zoology	89.9	1.0	144.3	1.1
Entomology	27.3	0.3	35.7	0.3
Business	465.9	5.2	769.1	5.5
Graduate Business Administration	59.2	0.6	68.6	0.5
Business Education	3.9	0.0	–	–
Accounting	199.1	2.2	329.5	2.4
Marketing	146.7	1.6	247.1	1.8
Finance, Insurance and Real Estate	110.1	1.2	164.3	1.3
Data Processing	160.1	1.8	288.3	2.1
Teacher Preparation	223.1	2.5	411.8	3.0
Physical Education	435.7	4.8	658.9	4.8

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

CALIFORNIA STATE POLYTECHNIC COLLEGE, POMONA (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Engineering	5.6	0.1	11.2	0.1
Aerospace Engineering	62.6	0.7	58.3	0.4
Agricultural Engineering	37.2	0.4	59.0	0.4
Chemical Engineering	32.7	0.4	33.5	0.2
Civil Engineering	116.8	1.3	108.5	0.8
Electrical Engineering	331.0	3.7	310.3	2.3
Mechanical Engineering	247.1	2.7	227.5	1.7
Industrial Engineering	79.7	0.9	69.4	0.5
Metallurgical Engineering	34.9	0.4	17.6	0.1
Metal Processes Engineering	1.1	0.0	52.6	0.4
Engineering Technology	88.5	1.0	319.1	2.3
Art	92.1	1.0	137.3	1.0
Music	152.4	1.7	233.4	1.7
Drama	49.9	0.6	82.4	0.5
French	26.8	0.3	41.2	0.3
German	25.3	0.3	41.2	0.3
Spanish	43.5	0.5	68.6	0.5
Home Economics	38.9	0.4	167.5	1.2
Foods and Nutrition	56.7	0.6	87.9	0.6
English	609.6	6.7	919.7	6.7
Communications	151.8	1.7	219.6	1.6
Speech	90.1	1.0	137.3	1.0
Philosophy	162.3	1.8	247.1	1.8
Library Science	1.9	0.0	–	–
Mathematics	682.1	7.5	951.8	6.9
Earth Science	86.5	1.0	152.8	1.1
Physics	203.7	2.3	333.5	2.4
Chemistry	326.3	3.6	377.9	2.7
Psychology	267.5	2.9	398.1	2.9
Park Administration	39.9	0.4	43.8	0.3
Social Work	81.9	0.9	123.5	0.9

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

CALIFORNIA STATE POLYTECHNIC COLLEGE, POMONA (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Social Science	50.1	0.6	82.4	0.6
Anthropology	99.2	1.1	151.0	1.1
Economics	386.3	4.3	590.3	4.3
History	483.2	5.3	727.6	5.3
Geography	117.6	1.3	178.4	1.3
Political Science	155.8	1.7	233.4	1.7
Sociology	164.5	1.8	247.1	1.8
Urban Studies	68.9	0.8	137.3	1.0
TOTALS	9,040.0	100.0	13,727.0	100.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

SACRAMENTO STATE COLLEGE

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Environmental Resources	100.5	0.7	92.5	0.5
Biological Sciences	546.8	3.8	629.0	3.4
Business Administration	1,221.1	8.6	1,665.0	9.0
Business Education	34.6	0.2	55.5	0.3
Journalism	143.5	1.0	185.0	1.0
Computer Science	51.9	0.4	148.0	0.8
Education (BS)	325.6	2.3	407.0	2.2
Education (TE)	641.5	4.5	777.0	4.2
Speech Pathology	116.9	0.8	148.0	0.8
Pre-Elementary Education	44.5	0.3	185.0	1.0
Counseling	161.5	1.1	129.5	0.7
Education and School Administration	94.9	0.7	111.0	0.6
Physical Education	412.5	2.9	555.0	3.0
Engineering Technology	1.1	0.0	92.5	0.5
Engineering	205.8	1.4	222.0	1.2
Life Systems Engineering	11.7	0.1	18.5	0.1
Civil Engineering	65.3	0.5	92.5	0.5
Electrical Engineering	83.3	0.6	111.0	0.6
Mechanical Engineering	34.0	0.2	37.0	0.2
Art	598.7	4.2	703.0	3.8
Music	293.7	2.1	388.5	2.1
Music Education	8.6	0.1	18.5	0.1
Drama	197.8	1.4	259.0	1.4
Photography	30.5	0.2	37.0	0.2
French	78.7	0.6	111.0	0.6
German	67.4	0.5	92.5	0.5
Italian	14.5	0.1	18.5	0.1
Spanish	137.4	1.0	185.0	1.0
Russian	7.9	0.1	18.5	0.1
Chinese	4.5	0.0	13.0	0.1
Japanese	13.9	0.1	18.5	0.1
Latin	2.7	0.0	5.6	0.0
Swahili	5.7	0.0	3.7	0.0
Portuguese	4.3	0.0	9.3	0.1

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

SACRAMENTO STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Health Science	68.3	0.5	92.5	0.5
Nursing	112.5	0.8	185.0	1.0
Home Economics	325.1	2.3	370.0	2.0
English	802.6	5.6	1,036.0	5.6
Linguistics	20.4	0.1	55.5	0.3
Communication Science	293.3	2.1	388.5	2.1
Philosophy	169.2	1.2	222.0	1.2
Humanities	100.0	0.7	277.5	1.5
Library Science	47.1	0.3	37.0	0.2
Mathematics	494.3	3.5	629.0	3.4
Statistics	53.4	0.4	55.5	0.3
Physical Science	31.6	0.2	37.0	0.2
Physics	168.8	1.2	185.0	1.0
Chemistry	326.7	2.3	425.5	2.3
Geology	56.6	0.4	74.0	0.4
Psychology	933.5	6.6	1,110.0	6.0
Government	104.5	0.7	832.5	4.5
Recreation	99.5	0.7	129.5	0.7
Social Work	372.3	2.6	481.0	2.6
Police Science	500.3	3.5	592.0	3.2
Social Sciences	110.4	0.8	92.5	0.5
Anthropology	573.4	4.0	740.0	4.0
Economics	346.3	2.4	444.0	2.4
History	643.3	4.5	832.5	4.5
Geography	210.4	1.5	277.5	1.5
Political Science	647.3	4.5	92.5	0.5
Sociology	482.4	3.4	629.0	3.4
International Relations	9.2	0.1	18.5	0.1
Environmental Studies	52.4	0.4	277.5	1.5
Liberal Studies	4.6	0.0	–	0.0
International Affairs	98.2	0.7	92.5	0.5
Interdisciplinary	56.1	0.4	111.0	0.6
All College Honors	93.4	0.7	129.5	0.7
Vocational Education	–	0.0	5.5	0.0
TOTALS	14,245.6	100.0	18,500.0	100.0

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

CALIFORNIA STATE COLLEGE, SAN BERNARDINO

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Biology	40.3	1.8	130.0	2.0
Administration	141.3	6.1	468.0	7.2
Education	164.7	7.2	514.0	7.9
Physical Education	54.7	2.4	117.0	1.8
Art	6.0	2.6	176.0	2.7
Music	28.2	1.2	208.0	3.2
Drama	41.4	1.8	202.0	3.1
French	60.0	2.6	130.0	2.0
German	20.7	0.9	46.0	0.7
Spanish	133.0	5.8	188.0	2.9
Russian	7.0	0.3	20.0	0.3
English	79.0	3.4	188.0	2.9
Philosophy	8.0	0.3	32.0	0.5
Mathematics	71.0	3.1	214.0	3.3
Physics	2.7	0.1	26.0	0.4
Chemistry	23.1	1.0	124.0	1.9
Psychology	142.9	6.2	436.0	6.7
Social Science	69.3	3.0	195.0	3.0
Anthropology	45.0	2.0	188.0	2.9
Economics	45.7	2.0	130.0	2.0
History	133.7	5.8	358.0	5.5
Geography	19.3	0.8	136.0	2.1
Political Science	56.3	2.5	214.0	3.3
Sociology	210.9	9.2	663.0	10.2
General Studies	640.4	27.9	1,377.0	21.2
Natural Sciences	–	–	20.0	0.3
TOTALS	2,298.6	100.0	6,500.0	100.0

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

SAN DIEGO STATE COLLEGE

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Biology	736.3	3.6	1,002.7	3.6
Botany	86.7	0.4	119.1	0.4
Zoology	202.6	1.0	277.0	1.0
Microbiology	112.7	0.6	152.3	0.6
Business Administration	1,735.6	8.5	2,354.5	8.5
Journalism	178.1	0.9	235.4	0.9
Telecommunications and Film	210.8	1.0	288.1	1.0
Education	1,339.9	6.6	1,831.0	6.6
Physical Education	449.6	2.2	617.7	2.2
Athletics	52.1	0.3	69.2	0.3
Industrial Arts	287.7	1.4	390.6	1.4
Engineering	348.9	1.7	470.9	1.7
Aerospace Engineering	1.4	0.0	2.8	0.0
Civil Engineering	8.2	0.0	11.1	0.0
Electrical Engineering	24.2	0.1	33.2	0.1
Mechanical Engineering	5.2	0.0	8.3	0.0
Engineering Mechanics	3.2	0.0	2.8	0.0
Art	589.3	2.9	842.1	3.0
Music	395.5	1.9	534.6	1.9
Drama	140.6	0.7	191.1	0.7
French	186.9	0.9	249.3	0.9
German	139.1	0.7	191.1	0.7
Italian	48.5	0.2	66.5	0.2
Spanish	409.8	2.0	551.2	2.0
Russian	35.2	0.2	47.1	0.2
Chinese	14.6	0.1	19.4	0.1
Japanese	12.3	0.1	16.6	0.1
Latin	17.7	0.1	24.9	0.1
Greek	12.2	0.1	16.6	0.1
Hebrew	10.9	0.1	13.8	0.1
Portuguese	12.3	0.1	16.6	0.1
Health Science and Safety	344.0	1.7	468.1	1.7
Nursing	136.7	0.7	185.6	0.7
Speech Pathology and Audiology	202.9	1.0	268.7	1.0
Home Economics	360.0	1.8	487.5	1.8

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

SAN DIEGO STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
English	1,345.5	6.6	1,767.3	6.4
Comparative Literature	318.9	1.6	432.1	1.6
Classics	3.0	0.0	5.5	0.0
General Language	6.7	0.0	8.3	0.0
Speech Communication	194.1	1.0	265.9	1.0
Philosophy	364.7	1.8	495.8	1.8
Religious Studies	111.9	0.5	152.3	0.6
Humanities	100.4	0.5	135.7	0.5
Library Science	28.0	0.1	38.3	0.1
Mathematics	1,045.3	5.1	1,418.2	5.1
Aerospace Studies	18.3	0.1	24.9	0.1
Physical Science	166.7	0.8	227.1	0.8
Physics	314.7	1.5	426.6	1.5
Chemistry	523.7	2.6	714.7	2.6
Astronomy	145.8	0.7	196.7	0.7
Geology	196.8	1.0	257.6	0.9
Oceanography	76.8	0.4	105.3	0.4
Psychology	1,299.6	6.4	1,764.5	6.4
Public Administration	276.1	1.4	373.9	1.4
Recreation	116.1	0.6	157.9	0.6
Social Work	394.3	1.9	537.4	1.9
Anthropology	520.3	2.5	709.1	2.6
Economics	571.2	2.8	775.6	2.8
History	970.0	4.8	1,318.5	4.8
Geography	608.9	3.0	839.3	3.0
Political Science	657.9	3.2	894.7	3.2
Sociology	831.9	4.1	1,124.6	4.1
Mexican-American Studies	259.3	1.3	351.8	1.3
City Planning	11.8	0.1	16.6	0.1
General College	.8	0.0	–	–
College of Sciences	8.0	0.0	11.1	0.0
Women's Studies	70.6	0.3	94.2	0.3
TOTALS	20,409.9	100.0	27,699.5	100.0

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

SAN FERNANDO VALLEY STATE COLLEGE

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
American Studies	–	–	260.0	1.0
Biology	647.0	3.5	910.0	3.5
Business	1,654.3	9.0	2,418.0	9.3
Journalism	162.3	0.9	207.0	0.8
Radio Television	209.3	1.1	286.0	1.1
Computer Science	–	–	156.0	0.6
Elementary Education	315.6	1.7	416.0	1.6
Secondary Education	272.5	1.5	364.0	1.4
Special Education	127.9	0.7	234.0	0.9
Education Foundations	291.4	1.6	338.0	1.3
Educational Psychology	461.1	2.5	598.0	2.3
School Administration and Supervision	79.9	0.4	104.0	0.4
Physical Education	627.9	3.4	832.0	3.2
Engineering	279.5	1.5	390.0	1.5
Art	952.3	5.2	1,300.0	5.0
Music	569.9	3.1	780.0	3.0
Drama	237.4	1.3	338.0	1.3
French	169.3	0.9	234.0	0.9
German	86.1	0.5	130.0	0.5
Italian	25.5	0.1	26.0	0.1
Spanish	251.3	1.4	364.0	1.4
Russian	21.6	0.1	26.0	0.1
Chinese	13.4	0.1	26.0	0.1
Japanese	7.8	0.0	–	–
Hebrew	10.6	0.1	26.0	0.1
Swahili	7.7	0.0	–	–
Health Science	456.5	2.5	728.0	2.8
Home Economics	393.5	2.2	520.0	2.0

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

SAN FERNANDO VALLEY STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
English	1,228.3	6.7	1,560.0	6.0
Classics	30.5	0.2	52.0	0.2
Speech	338.9	1.9	494.0	1.9
Linguistics	–	–	78.0	0.3
Philosophy	503.1	2.7	676.0	2.6
Religious Studies	281.9	1.5	390.0	1.5
Mathematics	659.1	3.6	910.0	3.5
Physical Science	95.8	0.5	78.0	0.3
Physics	177.5	1.0	260.0	1.0
Chemistry	281.4	1.5	390.0	1.5
Astronomy	56.2	0.3	78.0	0.3
Geology	242.6	1.3	338.0	1.3
Psychology	831.4	4.5	1,222.0	4.7
Recreation	270.7	1.5	264.0	1.4
Anthropology	526.4	2.9	728.0	2.8
Economics	390.0	2.1	572.0	2.2
History	1,034.6	5.7	1,456.0	5.6
Geography	690.7	3.8	910.0	3.5
Political Science	751.2	4.1	1,014.0	3.9
Sociology	879.7	4.8	1,248.0	4.8
Black Studies	306.6	1.7	416.0	1.6
Chicano Studies	325.4	1.8	468.0	1.8
Urban Studies	61.9	0.3	286.0	1.1
TOTALS	18,295.3	100.0	25,900.0	100.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

SAN FRANCISCO STATE COLLEGE

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Biology	897.6	6.3	1,159.0	6.1
Business	916.2	6.5	1,007.0	5.3
World Business	52.0	0.4	114.0	0.6
Journalism	88.7	0.6	95.0	0.5
Broadcast Communication Arts	219.7	1.5	266.0	1.4
Education	158.7	1.1	228.0	1.2
Elementary Education	367.7	2.6	513.0	2.7
Secondary Education	286.9	2.0	399.0	2.1
Higher Education	25.0	0.2	57.0	0.3
Special Education	231.7	1.6	323.0	1.7
Counseling	169.7	1.2	228.0	1.2
Education Administration	90.5	0.6	114.0	0.6
Physical Education	349.8	2.5	456.0	2.4
Design and Industry	205.1	1.4	228.0	1.2
Education Technology	26.9	0.2	38.0	0.2
Engineering	96.8	0.7	114.0	0.6
Creative Arts	106.4	0.8	95.0	0.5
Art	349.8	2.5	456.0	2.4
Music	378.7	2.7	494.0	2.6
Drama	307.1	2.2	399.0	2.1
Film	250.7	1.8	190.0	1.0
Foreign Languages	4.0	0.0	19.0	0.1
French	111.4	0.8	152.0	0.8
German	68.2	0.5	95.0	0.5
Italian	37.2	0.3	57.0	0.3
Spanish	132.2	0.9	190.0	1.0
Russian	29.9	0.2	57.0	0.3
Chinese	69.3	0.5	76.0	0.4
Japanese	36.6	0.3	57.0	0.3
Latin	10.6	0.1	19.0	0.1
Greek	8.2	0.1	17.0	0.1
Hebrew	5.4	0.0	–	0.0
Sanskrit	2.4	0.0	–	0.0
Health Education	141.7	1.0	190.0	1.0
Nursing	128.9	0.9	133.0	0.7
Communicative Disorders	72.0	0.5	76.0	0.4
Home Economics	168.7	1.2	171.0	0.9

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

SAN FRANCISCO STATE COLLEGE (Cont.)

	Fall 1971		1978-79	
Discipline	**Actual FTE**	**%**	**Projected FTE**	**%**
English	1,125.1	7.9	1,710.9	9.0
Comparative Literature	139.9	1.0	209.0	1.1
Classics	38.4	0.3	38.0	0.2
Speech	207.5	1.5	209.0	1.1
Creative Writing	130.4	0.9	190.0	1.0
Philosophy	266.6	1.9	323.0	1.7
Humanities	246.1	1.7	304.0	1.6
Library	18.8	0.1	–	0.0
Mathematics	390.1	2.8	684.0	3.6
Air Science	7.3	0.1	–	0.0
Physical Science	71.0	0.5	228.0	1.2
Physics	124.9	0.9	171.0	0.9
Chemistry	234.5	1.7	304.0	1.6
Astronomy	73.3	0.5	95.0	0.5
Meteorology	11.1	0.1	19.0	0.1
Geology	136.9	1.0	304.0	1.6
Psychology	1,083.1	7.6	1,406.0	7.4
Recreation	127.9	0.9	95.0	0.5
Social Welfare	184.3	1.3	247.0	1.3
Social Science	238.5	1.7	551.0	2.9
Anthropology	307.1	2.2	418.0	2.2
Archeology	13.7	0.1	57.0	0.3
Economics	221.0	1.6	285.0	1.5
History	574.8	4.1	836.0	4.4
Geography	196.6	1.4	247.0	1.3
Political Science	280.9	2.0	494.0	2.6
Sociology	548.3	3.9	627.0	3.3
International Relations	71.4	0.5	152.0	0.8
Black Studies	188.8	1.3	304.0	1.6
Native American Studies	22.4	0.2	19.0	0.1
La Raza Studies	63.8	0.4	57.0	0.3
Urban Studies	70.1	0.5	19.0	0.1
Asian-American Studies	150.7	1.1	114.0	0.6
Ethnic Studies	12.3	0.1	–	0.0
TOTALS	14,180.0	100.0	19,000.0	100.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

SAN JOSE STATE COLLEGE

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Urban Planning	44.4	0.2	52.5	0.2
American Studies	17.7	0.1	26.3	0.1
Biology	396.9	2.0	525.0	2.0
Botany	83.7	0.4	105.0	0.4
Zoology	98.0	0.5	131.3	0.5
Microbiology	108.7	0.5	131.3	0.5
Environmental Health	9.2	0.0	–	0.0
Entomology	44.4	0.2	52.5	0.2
Business	1,722.3	8.6	2,257.5	8.6
Business Education	13.1	0.1	26.3	0.1
Mass Communications	21.6	0.1	26.3	0.1
Journalism	132.2	0.7	183.7	0.7
Advertising	68.8	0.3	78.7	0.3
Cybernetic Systems	84.5	0.4	105.0	0.4
Education	65.8	0.3	78.7	0.3
Elementary Education	493.9	2.5	626.3	2.5
Secondary Education	245.7	1.2	315.0	1.2
Higher Education	38.9	0.2	52.5	0.2
Special Education	115.9	0.6	157.5	0.6
Counseling	105.1	0.5	131.3	0.5
Education and School Administration	65.0	0.3	78.7	0.3
Physical Education	452.2	2.2	577.5	2.2
Safety Education	32.1	0.2	52.5	0.2
Industrial Design	55.7	0.3	78.7	0.3
Industrial Arts	11.9	0.0	–	0.0
Industrial Studies	285.4	1.4	367.5	1.4
Instructional Technology	98.7	0.5	131.3	0.5
General Engineering	70.8	0.4	105.0	0.4
Aeronautical Engineering	172.6	0.9	236.3	0.9
Chemical Engineering	21.9	0.1	26.3	0.1
Civil Engineering	150.1	0.8	210.0	0.8
Electrical Engineering	265.1	1.3	341.3	1.3
Mechanical Engineering	146.5	0.7	183.7	0.7
Industrial Engineering	85.3	0.4	105.0	0.4
Industrial Administration	14.5	0.1	26.3	0.1
Materials Science	37.9	0.2	52.5	0.2

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS, BY DISCIPLINE

SAN JOSE STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Art	866.1	4.3	1,128.7	4.3
Music	437.3	2.1	551.3	2.1
Drama	270.9	1.3	341.3	1.3
Photography	58.2	0.3	78.7	0.3
Foreign Languages	6.4	0.0	–	0.0
French	147.4	0.7	183.7	0.7
German	89.5	0.4	105.0	0.4
Italian	32.6	0.2	52.5	0.2
Spanish	238.1	1.2	315.0	1.2
Russian	21.0	0.1	26.3	0.1
Chinese	17.1	0.1	26.3	0.1
Japanese	46.9	0.2	52.5	0.2
Latin	47.4	0.2	52.5	0.2
Greek	4.0	0.0	–	0.0
Yoruba	1.0	0.0	–	0.0
Taga Log	12.2	0.1	26.3	0.1
Health Science	210.0	1.0	262.5	1.0
Nursing	336.1	1.7	446.3	1.7
Occupational Therapy	123.0	0.6	157.5	0.6
Speech Pathology and Audiology	179.8	0.9	236.2	0.9
Home Economics	290.0	1.4	367.5	1.4
English	1,231.1	6.1	1,601.3	6.1
Linguistics	6.9	0.0	–	0.0
Speech	330.4	1.7	446.3	1.7
Speech Communication	7.0	0.0	–	0.0
Philosophy	522.7	2.6	682.5	2.6
Religious Studies	60.3	0.3	78.7	0.3
Humanities	273.5	1.4	367.5	1.4
Librarianship	116.3	0.6	157.5	0.6
Mathematics	751.1	3.8	971.3	3.8
Military Science	14.9	0.1	26.3	0.1
Air Science	15.1	0.1	26.3	0.1

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

SAN JOSE STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Physical Science	72.3	0.4	105.0	0.4
Astrophysics	6.4	0.0	–	0.0
Physics	307.1	1.5	393.7	1.5
Chemistry	483.2	2.4	630.0	2.4
Astronomy	12.6	0.1	26.3	0.1
Meteorology	92.5	0.5	131.3	0.5
Geology	131.1	0.7	183.7	0.7
Moss Landing	18.5	0.1	26.3	0.1
Psychology	1,140.1	5.7	1,496.3	5.7
Psychology-Statistics	8.4	0.0	–	0.0
Statistics	126.4	0.6	157.5	0.6
Recreation	179.8	0.9	236.3	0.9
Social Work	28.0	0.1	26.3	0.1
Criminal Justice	257.2	1.3	341.3	1.3
Social Science	38.8	0.2	52.6	0.2
Anthropology	250.7	1.3	341.3	1.3
Economics	434.7	2.2	577.5	2.2
History	1,008.6	5.0	1,312.5	5.0
Geography	218.7	1.1	288.7	1.1
Political Science	702.9	3.6	945.0	3.6
Sociology	649.9	3.3	866.3	3.3
Black Studies	161.1	0.8	210.0	0.8
Mexican-American Studies	135.6	0.7	183.7	0.7
Asian-African Studies	31.1	0.2	52.5	0.2
Environmental Studies	141.9	0.7	183.7	0.7
Experimental	42.0	0.2	52.5	0.2
Tutorials	120.8	0.6	157.5	0.6
Conservation	57.3	0.3	78.7	0.3
Natural Science	172.9	0.9	236.3	0.9
Science Education	21.6	0.1	26.3	0.1
New College	299.1	1.5	393.7	1.5
TOTALS	19,991.9	100.0	26,145.0	100.0

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

CALIFORNIA STATE POLYTECHNIC COLLEGE, SAN LUIS OBISPO

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Animal Technology	–	–	45.0	0.3
Agricultural Education	35.6	0.3	30.0	0.2
Crop Science	78.1	0.7	120.0	0.8
Soil Science	99.4	0.8	105.0	0.7
Animal Science	217.2	1.8	255.0	1.7
Veterinary Science	29.4	0.2	30.0	0.2
Dairy Husbandry	33.4	0.3	30.0	0.2
Dairy Manufacturing	7.9	0.1	15.0	0.1
Poultry Industry	19.7	0.2	30.0	0.2
Fruit Science	35.1	0.3	30.0	0.2
Vegetable Science	7.0	0.1	–	–
Ornamental Horticulture	105.6	0.9	120.0	0.8
Agriculture Management	58.9	0.5	75.0	0.5
Farm Management	67.1	0.6	105.0	0.7
Agricultural Business Management	166.2	1.4	210.0	1.4
Food Industries	61.7	0.5	75.0	0.5
Natural Resources Management	62.7	0.5	75.0	0.5
Architecture	715.5	6.0	840.0	5.6
Landscape Architecture	–	–	60.0	0.4
City and Regional Planning	142.8	1.2	210.0	1.4
Biological Science	337.7	2.9	420.0	2.8
Botany	93.5	0.8	135.0	0.9
Bacteriology	78.0	0.7	60.0	0.4
Zoology	171.1	1.4	195.0	1.3
Entomology	21.3	0.2	15.0	0.1
Business Administration	32.5	0.3	60.0	0.4
Business	160.9	1.4	195.0	1.3
Accounting	181.7	1.5	225.0	1.5
Management	56.8	0.5	75.0	0.5
Marketing	55.0	0.5	45.0	0.3
Finance and Property Management	41.9	0.4	45.0	0.3
Industrial Relations	105.4	0.9	105.0	0.7
Journalism	92.9	0.8	135.0	0.9
Computer Science	216.3	1.8	255.0	1.7

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

CALIFORNIA STATE POLYTECHNIC COLLEGE, SAN LUIS OBISPO (Cont.)

	Fall 1971		1978-79	
Discipline	Actual FTE	%	Projected FTE	%
Education	441.3	3.7	450.0	3.0
Child Development	168.1	1.4	195.0	1.3
Physical Education	396.4	3.3	450.0	3.0
Graphic Communications	115.6	1.0	165.0	1.1
Industrial Technology	144.1	1.2	180.0	1.2
Engineering	36.7	0.3	45.0	0.3
Aeronautical Engineering	102.2	0.9	135.0	0.9
Agricultural Engineering	162.4	1.4	225.0	1.5
Construction Engineering	11.8	0.1	120.0	0.8
Transportation Engineering	9.5	0.1	45.0	0.3
Electrical Engineering	111.3	0.9	135.0	0.9
Electronic Engineering	232.1	2.0	285.0	1.9
Mechanical Engineering	257.9	2.2	330.0	2.2
Industrial Engineering	105.3	0.9	120.0	0.8
Welding/Metallurgical Engineering	87.9	0.7	90.0	0.6
Environmental Engineering	77.3	0.7	90.0	0.6
Engineering Technology	119.1	1.0	150.0	1.0
Manufacturing Processes	42.1	0.4	30.0	0.2
Art	132.4	1.1	210.0	1.4
Music	118.3	1.0	165.0	1.1
Drama	11.0	0.1	30.0	0.2
Foreign Languages	11.8	0.1	30.0	0.2
French	10.9	0.1	30.0	0.2
German	10.7	0.1	15.0	0.1
Spanish	41.1	0.3	60.0	0.4
Home Economics	273.4	2.3	345.0	2.3
English	780.3	6.6	1,095.0	7.3
Speech	95.4	0.8	150.0	1.0
Philosophy	245.4	2.1	345.0	2.3
Humanities	15.2	0.1	30.0	0.2
Mathematics	902.8	7.6	1,125.0	7.5
Statistics	172.4	1.5	180.0	1.2
Military Science	–	–	15.0	0.1

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

CALIFORNIA STATE POLYTECHNIC COLLEGE, SAN LUIS OBISPO (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Physical Science	27.1	0.2	30.0	0.2
Physics	386.9	3.3	540.0	3.6
Chemistry	558.5	4.7	660.0	4.4
Astronomy	37.5	0.3	60.0	0.4
Geology	67.5	0.6	75.0	0.5
Psychology	240.8	2.0	300.0	2.0
Library	1.0	0.0	–	–
Social Sciences	40.3	0.3	45.0	0.3
Anthropology	67.6	0.6	90.0	0.6
Archeology	4.2	0.0	–	–
Economics	326.9	2.8	375.0	2.5
History	516.3	4.4	690.0	4.6
Geography	70.5	0.6	75.0	0.5
Political Science	222.6	1.9	255.0	1.7
Sociology	209.0	1.8	285.0	1.9
Ethnic Studies	5.4	0.0	15.0	0.1
Conservation	28.8	0.2	15.0	0.1
TOTAL	11,841.2	100.0	15,000.0	100.0

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

SONOMA STATE COLLEGE

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
American Ethnic Studies	67.8	1.4	81.0	1.0
India Studies	2.6	0.1	30.0	0.4
European Studies	3.7	0.1	24.0	0.3
Biology	282.9	5.8	470.0	5.8
Management	164.3	3.4	275.0	3.4
Education	301.5	6.1	470.0	5.8
Counseling	5.5	0.1	40.0	0.5
Physical Education	116.6	2.4	150.0	1.9
Nursing	–	0.0	108.0	1.3
Expressive Arts	109.2	2.2	200.0	2.5
Art	215.6	4.4	324.0	4.0
Music	135.5	2.8	200.0	2.5
Drama	27.7	0.6	50.0	0.6
Theatre Arts	6.3	0.1	8.0	0.1
Dance	31.9	0.6	40.0	0.5
French	61.9	1.3	70.0	0.9
German	38.2	0.8	45.0	0.6
Spanish	68.8	1.4	81.0	1.0
Russian	10.7	0.2	16.0	0.2
Health	12.3	0.3	24.0	0.3
English	402.8	8.2	645.0	8.0
Linguistics	–	0.0	16.0	0.2
Philosophy	157.5	3.2	225.0	2.8
Humanities	102.7	2.1	125.0	1.5
Mathematics	178.1	3.6	275.0	3.4
Physics	89.6	1.8	162.0	2.0
Chemistry	128.4	2.6	243.0	3.0
Astronomy	34.4	0.7	81.0	1.0
Geology	90.8	1.9	120.0	1.5
Psychology	518.9	10.6	729.0	9.6

ACTUAL AND PROJECTED DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS BY DISCIPLINE

SONOMA STATE COLLEGE (Cont.)

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Anthropology	203.4	4.1	324.0	4.0
Economics	153.6	3.1	200.0	2.5
History	285.9	5.8	425.0	5.3
Geography	92.5	1.9	120.0	1.5
Political Science	167.2	3.4	243.0	3.0
Sociology	298.1	6.1	405.0	5.0
Afro-American Studies	100.5	2.1	162.0	2.0
Native American Studies	21.1	0.4	47.0	0.6
Mexican-American Studies	54.9	1.1	81.0	1.0
Asian-American Studies	5.1	0.1	16.0	0.2
European American Studies	14.1	0.3	24.0	0.3
Liberal Studies	141.1	2.9	300.0	3.7
Environmental Studies	–	–	426.0	5.3
TOTALS	4,903.5	100.0	8,100.0	100.0

ACTUAL AND PROJECTED
DISTRIBUTION OF FULL-TIME EQUIVALENT STUDENTS
BY DISCIPLINE

STANISLAUS STATE COLLEGE

Discipline	Fall 1971 Actual FTE	%	1978-79 Projected FTE	%
Biology	124.6	5.0	288.0	4.0
Botany	28.7	1.2	72.0	1.0
Zoology	27.9	1.1	108.0	1.5
Entomology	6.2	0.3	28.8	0.4
Business	123.6	5.0	504.0	7.0
Education	157.7	6.4	540.0	7.5
Physical Education	62.6	2.5	237.6	3.3
Art	89.5	3.6	288.0	4.0
Music	67.3	2.7	201.6	2.8
Drama	48.9	2.0	144.0	2.0
French	18.7	0.8	14.4	0.2
German	13.3	0.5	28.8	0.4
Spanish	53.3	2.2	115.2	1.6
Health	27.5	1.1	50.4	0.7
English	297.1	12.0	684.0	9.5
Speech	98.3	4.0	302.4	4.2
Philosophy	15.5	0.6	144.0	2.0
Mathematics	155.8	6.3	432.0	6.0
Physical Science	7.2	0.3	21.6	0.3
Physics	26.7	1.1	129.6	1.8
Chemistry	81.9	3.3	237.6	3.3
Astronomy	33.0	1.3	28.8	0.4
Geology	3.4	0.1	28.8	0.4
Psychology	205.2	8.3	612.0	8.5
Anthropology	134.2	5.4	288.0	4.0
Economics	77.2	3.1	244.8	3.4
History	158.3	6.4	468.0	6.5
Geography	49.7	2.0	165.6	2.3
Political Science	87.8	3.5	288.0	4.0
Sociology	198.7	8.0	504.0	7.0
TOTALS	2,479.8	100.0	7,200.0	100.0

They are, I am told, about to extend the school age in England. They will extend it to seventy — I hope.

Voltaire

Part Four:

Continuing Education

CONTINUING EDUCATION IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

The range and importance of Continuing Education programs in The California State University and Colleges have expanded considerably since the system's first extension course offering in 1932. Within the framework of Continuing Education, and in response to growing public interest in career advancement, broadening cultural understanding and solution of community problems, lifelong learning opportunities are provided to students of all ages through on- and off-campus extension courses, summer session programs, and most recently, external degree opportunities.

In order to extend this service function still further, new kinds of educational delivery systems are being developed within the Continuing Education program. Under the auspices of Continuing Education, federally financed community service projects introduce new learning opportunities to residents of service area communities. The channeling of Continuing Education revenue into campus and systemwide innovative developmental projects – made possible by legislative action – has greatly contributed to the expansion and strengthening of Continuing Education activities.

The rapid growth in Extension program enrollments, as shown in tables following in this section, attests not only to the success of efforts to expand Continuing Education programs but also to the interest of the public in continuing learning opportunities.

The Development of Extension Programs

Title 5 of the *California Administrative Code* provides that, "each State College may establish and maintain extension courses and services when authorized to do so by the Board of Trustees" (Section 40300, June, 1961).

Prior to the consolidation of the State University and Colleges as a system in 1960, extension programs were authorized by the State Board of Education. Fresno State College initiated extension courses in agriculture as early as 1932, but it was not until 1945 that additional efforts were undertaken at San Diego State College to serve the needs of off-campus students and adults whose higher education had been interrupted. The extension function of The California State University and Colleges gradually expanded to include in-service teacher education, special programs for business and industry, community services and a wide variety of credit and non-credit offerings.

At its March 24-25, 1970 meeting, the Board of Trustees approved establishment of extension programs for previously unauthorized State Colleges, thereby expanding the extension function to all campuses in the system.

The growing complexities of adult higher education gave rise to efforts to initiate a coordinated approach to extension throughout the State of California. In 1948, M. E. Deutsch, A. A. Douglass, and G. D. Strayer (The Strayer Committee) pointed to the urgent need for definition and assignment of extension functions to be assumed by each segment of California public higher education.[1] In 1955, T. R. McConnell, T. C. Holy, and H. H. Seamans (The Restudy Report) provided a series of recommendations with regard to the total utilization of colleges resources for extension.[2] Subsequently, in February 1958, the State Advisory Committee on Adult Education established "Guiding Principles for Adult Education in California's Publicly Supported Institutions".[3] Finally, in July 1963, the Coordinating Council for Higher Education consolidated the recommendations of previous studies by specifically delineating the extension functions of the several agencies involved in adult education, i.e., the high schools, the community colleges, the California State Colleges, and the University of California.[4]

---

[1] Monroe E. Deutsch, Aubrey A. Douglass, and George D. Strayer, *A Report of a Survey of the Needs of California in Higher Education.* Berkeley: University of California Press, 1948.

[2] T. R. McConnell, T. C. Holy and H. H. Seamans, A Restudy of the Needs of California in Higher Education. Sacramento: California Department of Education, 1955.

[3] *A Master Plan for Higher Education in California, 1960-1975.* Sacramento: California Department of Education, 1960.

[4] *Continuing Education Programs in California Higher Education,* CCHE Report Number 1005, July 1963.

The guidelines adopted by the Coordinating Council with particular reference to extension provisions in The California State University and Colleges included lower-division courses on-campus; upper-division, graduate and non-credit courses, on- or off-campus; and graduate teacher-training credit courses off-campus. In addition, the Coordinating Council initiated action to delineate geographic program service areas and to establish the self-support nature of State College extension through retention of surplus monies in a special fund to be administered by the Trustees. All of the above recommendations were restated by the Coordinating Council in November, 1965, to form the basis for present operations and program offerings.[5]

Implementation of Senate Bill No. 408 resulted in 1969 in the formation of the State University and College Advisory Committee on Continuing Education, whose major responsibilities were to be:

1. To recommend policies in support of extension education programs in the colleges, and
2. To recommend utilization of surplus revenues generated by extension education.

Through the efforts of this committee, policies and procedures were established for extension programs in the State University and Colleges, including the following:

1. No offering shall be of quality inferior to college level,
2. No offering shall fail to judiciously utilize the resources of the college,
3. No offering shall be proliferative,
4. Each college shall restrict its efforts to extension within geographic boundaries established by the Board of Trustees, and
5. Surplus revenues shall be utilized to support innovative college-level instructional programs which may contribute to the growth and development of extension education within a particular college, or on a systemwide basis.

Courses offered through the Extension program may be credit-earning, non-credit-earning, long-term, short-term, on-campus or off. Subject matter ranges from academic offerings paralleling regular campus academic programs to specially designed topics for selected groups. The majority of Extension offerings are identical in content and instructor with corresponding on-campus courses. Less than 40% of extension courses are offered on the college campuses. Ordinarily, the sponsor college provides instruction at leased locations which are convenient for the extension students, such as a school or a business conference center. Courses are even offered aboard U.S. Navy ships through the San Diego State College PACE program.

External Degree Programs

Among the objectives of the Chancellor's "Proposals for Change" of January 1971 were increased efficiency and effectiveness in the use of resources, and making educational resources available to a wider segment of the public. In the early stages of Task Force efforts in this regard, it became apparent that Continuing Education could play a significant role in the realization of these objectives, and in April 1971 a Commission on External Degree Programs was established.

The Commission was charged with studying and advising on developments and policies in the following areas:

1. Degree opportunities for students who may not or cannot be in residence on campus;
2. Alternative procedures for assigning degree credit and awarding degrees;

---

[5] *Status Report on Continuing Education Programs in California Higher Education,* CCHE Report Number 1020, November 1965.

3. Degree programs to meet the specific needs of employees of government and industry; and

4. Educational delivery systems and models of instruction for external degree programs.

A year after the establishment of the Commission, two pilot external degree programs are now in operation. Chico State College, in cooperation with Lassen, Shasta, and Yuba Community Colleges, began the first program – a BA in Public Administration – in the fall of 1971. Also in operation is a Master of Public Administration program offered by California State College, Fullerton, at the Santa Ana Civic Center. This program, designed primarily for public employees, enrolled 90 students in its first semester.

In order to facilitate the development of these and other planned programs, the Commission has in its first year concentrated on conducting market surveys; modifying certain existing policies; proposing new policies applicable to the pilot external degree programs; and exploring – with representatives inside and outside of the system – appropriate models for external degree programs.

The determination of the actual market for external degree programs among the citizens of California has been an item of high priority with the Commission. Preliminary studies in five northern counties and Los Angeles County are nearing completion. The statewide survey is currently in progress, and final results are expected early in 1973. Also surveyed were eight major State government agencies to determine the market for undergraduate and graduate external degrees among employees of these agencies.

Implementation of pilot external degree programs required a modification in the *Title 5* regulations on residence credit. The Commission therefore recommended to the Chancellor, who in turn proposed to the Trustees, that Section 40403 of *Title 5* be amended to authorize the Chancellor to designate for residence credit extension courses which are part of pilot external degree programs. Approval was granted by the Board at its January 1972 meeting. At the March 1972 meeting, the Board amended its Standing Orders to permit the Chancellor to establish fee schedules for pilot external degree programs that would ensure instructional self-support. The Board also authorized the Chancellor to grant approval of majors for pilot external degree programs.

The Commission has held that external degrees should lead to regular degrees fully equivalent to those offered on-campus. Systematic evaluation of the pilot projects is therefore required to assure that work completed for the degree is comparable in quality to that offered on-campus. The required use of regular on-campus faculty to teach in pilot external degrees is one assurance of maintaining equivalency. Each external degree proposal is carefully reviewed by the Commission before recommendation for implementation to the Chancellor.

Models for External Degree programs were among many of the items explored at a Commission-sponsored conference, "The Thousand Mile Campus – Priority for the Seventies," held at the Kellogg-West Continuing Education Center, California State Polytechnic College, Pomona on December 16-18, 1971. In attendance were faculty and administrative representatives from throughout the system as well as prominent national educators and foundation figures.

The coming year will see the establishment of additional external degree programs and models. Already approved for the fall of 1972 is a Master of Business Administration program to be offered by California State College, Dominguez Hills, at facilities in Torrance. California State College, Bakersfield has submitted a proposal for a BS in Business Administration in cooperation with Cerro Coso Community College and the China Lake Naval Weapons Center. Sacramento State College, in cooperation with Stanislaus State College and California State College, Hayward, is planning to offer an undergraduate program in Criminal Justice.

These external degree programs will increasingly provide a service to those people whose occupational responsibilities or geographical constraints do not permit them to spend major blocks of time "in residence" on a college campus.

The Role of the Summer Session

Summer sessions are designed to meet the needs of students who wish to accelerate completion of requirements for a degree or credential or otherwise enrich their educational backgrounds.

Offered on all 19 campuses, summer session courses are the equivalent of college courses offered during the academic year. Day and evening classes are scheduled at the undergraduate and graduate levels.

Although the caliber of summer session courses is equivalent to the regular session offerings (most of the courses are the same), enrollment in summer session is open to all students. Matriculation is not required of students who wish to enroll for summer session only, but such students are expected to have satisfied any prerequisites for courses in which they are enrolled.

Summer session enrollments from 1965 to 1971 are shown on the following pages. The relationship of the Summer Session – which is instructionally self-supporting – and the state-supported summer quarter offered on some campuses, remains to be clarified. The dramatic drop in summer session enrollments at California State College, Los Angeles between 1966 and 1967, for example, coincides with the introduction of a summer quarter on that campus. Appropriate relations between the two programs need to be further explored.

Community Services

Activities which apply the educational resources of the colleges to community problems are funded under *Title I* of the *Higher Education Act of 1965.* Such activities, normally carried out within the Continuing Education program, may be eligible for federal funding under *Title I* if:

1. the programs are not otherwise available

2. the programs are consistent with the overall educational objectives of the college (taking into account special resources and faculty capabilities); and

3. the courses involved are of college-level caliber, as defined by the college.

Title I funding for the California State University and Colleges from 1966 to 1971 has been as follows:

	Federal Grant	Number of Projects
Chico	$ 262,317.00	5
Dominguez Hills	12,000.00	1
Fresno	37,407.00	2
Fullerton	37,122.19	3
Humboldt	215,197.42	5
Long Beach	7,736.00	1
Los Angeles	192,859.00	3
Pomona	20,792.00	1
Sacramento	45,373.64	2
San Diego	96,465.00	4
San Fernando Valley	185,700.00	5
San Francisco	178,388.00	5
San Jose	5,615.00	1
San Luis Obispo	6,951.56	1
	$1,303,923.81	38

SUMMER SESSION COURSE ENROLLMENTS
IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
1966 THROUGH 1971

Colleges	1965	1966	1967	1968	1969	1970	1971
Bakersfield	–	–	–	–	–	–	715
Chico	2,575	2,712	2,745	3,180	3,371	3,463	2,910
Dominguez Hills	–	–	–	192	337	435	657
Fresno	7,528	7,891	7,963	9,165	8,754	8,731	6,992
Fullerton	2,830	2,829	4,110	4,883	5,974	6,590	6,851
Hayward	1,171	1,812	1,727	1,667	1,717	1,726	1,740
Humboldt	849	724	1,274	1,076	1,205	1,008	927
Long Beach	10,020	13,258	14,674	16,728	17,693	17,379	15,652
Los Angeles	12,245	13,075	5,081	4,639	3,116	1,727	1,774
Pomona	1,010	–	–	–	–	–	439
Sacramento	5,623	5,610	5,725	6,593	6,091	6,109	5,285
San Bernardino	–	–	271	448	658	787	894
San Diego	7,333	8,425	8,992	10,603	10,374	8,990	7,320
San Fernando Valley	5,690	7,704	8,783	9,675	10,679	10,883	11,422
San Francisco	10,768	10,610	14,925	10,581	9,244	8,838	12,138
San Jose	11,221	12,120	12,011	12,450	11,631	15,906	13,186
San Luis Obispo	2,752	553	605	799	813	1,033	858
Sonoma	783	1,118	1,190	1,363	1,845	1,730	1,678
Stanislaus	696	676	827	1,009	1,107	1,109	1,272
All Colleges	83,094	89,117	90,903	95,051	94,609	96,444	92,710
Number of Individuals Enrolled: All Colleges	68,866	72,663	74,357	76,744	75,464	72,947	69,401

Division of Institutional Research

ANNUAL FULL-TIME EQUIVALENT STUDENTS ENROLLED IN SUMMER SESSION IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
1965 THROUGH 1971

Colleges	1965	1966	1967	1968	1969	1970	1971
Bakersfield	–	–	–	–	–	–	107
Chico	306	342	342	378	447	477	400
Dominguez Hills	–	–	–	28	46	56	92
Fresno	984	1,023	1,062	1,179	1,191	1,166	920
Fullerton	370	380	556	656	828	779	936
Hayward	121	139	129	123	127	129	130
Humboldt	109	91	166	122	135	134	126
Long Beach	1,346	1,826	2,013	2,300	2,466	2,411	2,166
Los Angeles	1,698	1,790	571	516	356	209	210
Pomona	190	–	–	–	–	–	32
Sacramento	675	607	611	740	731	596	640
San Bernardino	–	–	48	74	113	141	151
San Diego	1,196	1,101	1,326	1,363	1,386	1,169	1,010
San Fernando Valley	744	1,054	1,208	1,340	1,433	1,456	1,544
San Francisco	1,389	1,376	1,388	755	1,182	1,149	1,280
San Jose	1,503	1,560	1,536	1,596	1,445	1,365	1,190
San Luis Obispo	345	57	65	88	89	108	92
Sonoma	115	155	169	187	215	208	207
Stanislaus	96	77	104	122	211	133	137
All Colleges	11,187	11,578	11,294	11,567	12,401	11,685	11,370

Division of Institutional Research

In 1972, the Coordinating Council for Higher Education, the state agency responsible for allocating *Title I* funds in California, approved the following five California State University and College projects for *Title I* support:

1. California State College, Bakersfield $53,147

   Project CALL (Counseling Adults for Lifelong Learning)

   Community Problem: Rural Adult Higher Education Advisement

   Cooperating Institutions:

   Bakersfield College — Desert Campus
   Porterville College
   Taft College
   West Hills College

2. California State College, San Bernardino $50,537

   Educational and Career Counseling

   Community Problem: Adult Higher Education Advisement

   Cooperating Institutions:

   Chaffey College
   Victor Valley College
   Barstow College
   San Bernardino Valley College
   Riverside City College
   College of the Desert

3. San Diego State College $45,534

   Project Outreach: A Community Educational Proposal Involving Television Coupled with Other Nontraditional Strategies for Improving Access to Learning

   Community Problem: Improvement of Higher Education Delivery Systems to Adults

   Cooperating Institutions:

   University of California Extension, San Diego
   Golden West College
   Orange Coast College

4. San Francisco State College $41,726.50

   Northern Regional Instructional Television Consortium

   Community Problem: Improvement of Higher Education Delivery Systems to Adults

   Cooperating Institutions:

   Chico State College
   California State College, Hayward

Cooperating Institutions:

- Humboldt State College
- Sacramento State College
- San Jose State College
- Sonoma State College
- Stanislaus State College
- Regional Community Colleges

5. A Consortium: California State Colleges

EPIC (Educational Participation in the Community)

Community Problem: Improvement and Coordination of Human Services Agencies

Participating Institutions:

California State College, Dominguez Hills	$18,000
San Fernando Valley State College	$18,000
California State Polytechnic College, Pomona	$18,000
California State College, Long Beach	$ 5,000
California State College, Los Angeles	$ 5,000

Community Development Training

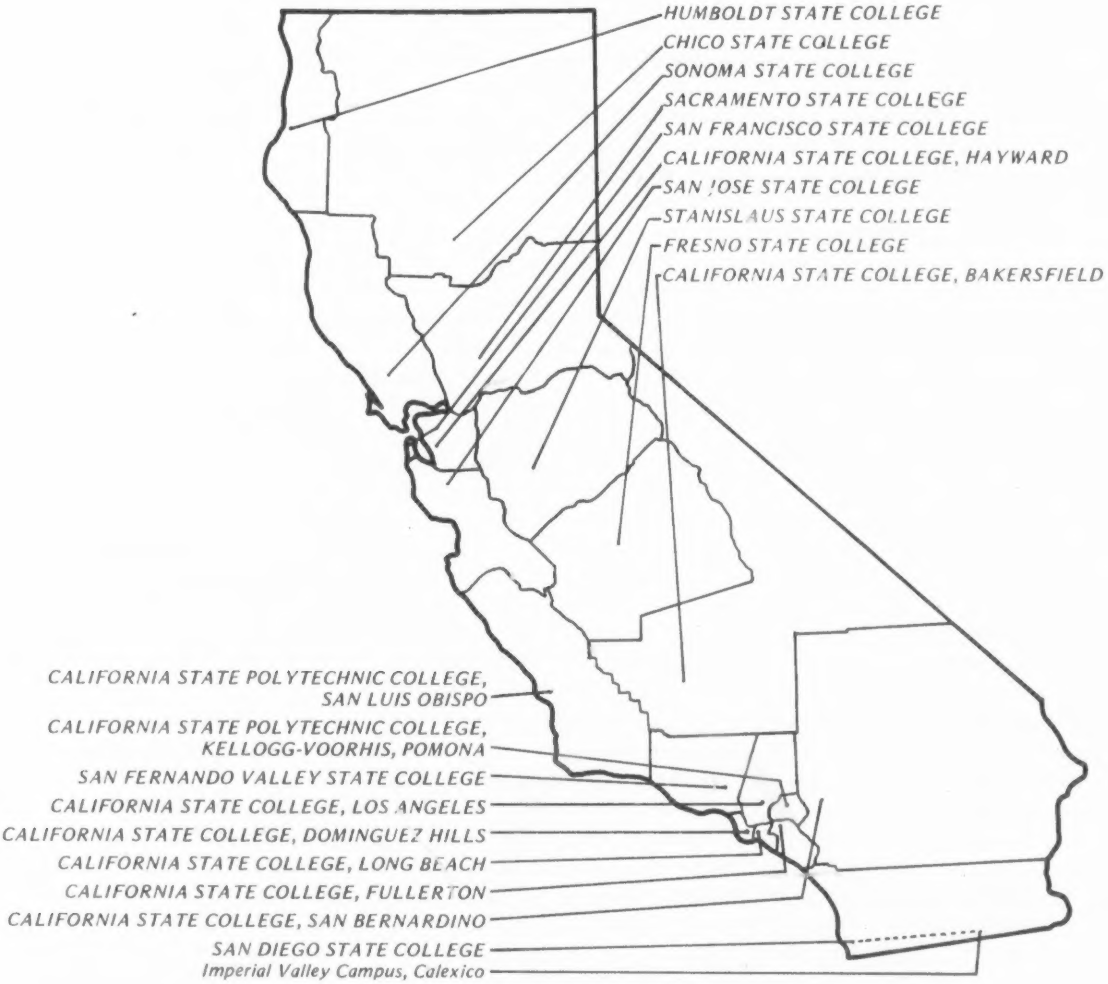
Continuing Education Programs in Community Development Training are eligible for federal funding under *Title VIII* of the *Housing Act of 1964.* The state agency responsible for allocating Title VIII funds is the Advisory Coordinating Council on Public Personnel Management. In California there has been relatively extensive in-service training for public servants conducted at the state level. The bulk of training of community development personnel, however, is done in institutions of higher education. After a long period of stability in the number of programs of public service education, California institutions of higher education have entered a period of expansion and innovation. The field of city and regional planning at the California State University and Colleges is but one example. In the spring of 1968 only two programs in city planning were being conducted, one at California State Polytechnic College, Pomona, and the other at Fresno State College. Another program has now been started at San Diego State College, and an urban studies program has begun at San Francisco State College. San Jose State College, California State College, Los Angeles, California State College, Long Beach, San Fernando Valley State College, and California State Polytechnic College, San Luis Obispo are considering planning programs.

Title VIII funds for 1972-73 in the amount of $13,876 have been allocated to Chico State College for a Community Development Training Program. The program was developed as a response to the need for the northeastern California public service agency personnel to develop a greater awareness and preparedness for coping with the needs of racial minorities and the poor. Selected employees of public and non-profit community service agencies in northeastern California will begin a ten-month program in the fall of 1972, taking courses in human relations and public affairs and participating in problem-solving workshops.

Kellogg West Continuing Education Center

In recognition of the growing importance of providing lifelong learning opportunities in a variety of forms California State Polytechnic College, Pomona, opened in April 1971 the Kellogg West Continuing Education Center. Financed by a grant from the W. K. Kellogg Foundation, the center is one of nine Kellogg-endowed Centers of Continuing Education in the United States, and is the only such center west of the Great Plains. The Center is designed to serve the entire State University and College system and its communities by providing residence and educational facilities for Continuing Education, short and long conferences, training programs, seminars, and other educational events linking the colleges with the public.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
PROGRAM SERVICE AREAS


HUMBOLDT STATE COLLEGE
CHICO STATE COLLEGE
SONOMA STATE COLLEGE
SACRAMENTO STATE COLLEGE
SAN FRANCISCO STATE COLLEGE
CALIFORNIA STATE COLLEGE, HAYWARD
SAN JOSE STATE COLLEGE
STANISLAUS STATE COLLEGE
FRESNO STATE COLLEGE
CALIFORNIA STATE COLLEGE, BAKERSFIELD
CALIFORNIA STATE POLYTECHNIC COLLEGE, SAN LUIS OBISPO
CALIFORNIA STATE POLYTECHNIC COLLEGE, KELLOGG-VOORHIS, POMONA
SAN FERNANDO VALLEY STATE COLLEGE
CALIFORNIA STATE COLLEGE, LOS ANGELES
CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS
CALIFORNIA STATE COLLEGE, LONG BEACH
CALIFORNIA STATE COLLEGE, FULLERTON
CALIFORNIA STATE COLLEGE, SAN BERNARDINO
SAN DIEGO STATE COLLEGE
Imperial Valley Campus, Calexico

TOTAL ADULT POPULATION:	1970 CENSUS, AGES 25-45
TOTAL ENROLLMENTS:	1970 EXTENSION & SUMMER SESSION (EXCLUDING REGULAR STUDENTS)

COLLEGES	SERVICE AREA POPULATION	CONTINUING EDUCATION ENROLLMENT
HUMBOLDT	33,571	1,950
CHICO	67,227	4,800
SONOMA	160,355	4,200
SACRAMENTO	265,565	8,400
SAN FRANCISCO	249,152	10,200
HAYWARD	414,613	5,400
SAN JOSE	385,807	13,200
STANISLAUS	145,362	3,900
FRESNO	147,231	19,500
BAKERSFIELD	97,606	828
SAN LUIS OBISPO	116,671	600
POMONA	251,217	10,000
SAN FERNANDO VALLEY	643,405	9,000
LOS ANGELES	542,250	3,600
DOMINGUEZ HILLS	253,050	435
LONG BEACH	393,831	10,200
FULLERTON	311,298	4,500
SAN BERNARDINO	249,306	975
SAN DIEGO	340,071	11,700

During the past year, the Center served as the site of the systemwide conference on external degrees as well as the site of the systemwide conference on General Education.

Continuing Education Revenue Fund

Senate Bill No. 1419, enacted during the 1970 session of the Legislature, established the State College Continuing Education Revenue Fund and provided that all revenues from self-supporting instructional programs are "appropriated, without regard to fiscal years, to the Trustees for the support and development of self-supporting instructional programs of the California State Colleges . . ." This act designated the new fund as successor to the State College Extension Programs Revenue Fund and incorporated summer sessions as a separate account. Prior to the establishment of these funds, revenues and expenditures from the extension and summer session programs were channeled through the State General Fund, and any surplus reverted to the General Fund. Establishment of the Continuing Education Revenue Fund has provided resources for the planned and orderly development of new programs and approaches in Continuing Education over several fiscal years. The availability of such resources has made possible the support of many innovative and community service projects, including support of the activities of the Commission on External Degree Programs.

Extension Service Areas and Populations

While extension enrollments have shown consistent increases, considerable potential exists for the further expansion of extension services within the State of California. As shown on the map on the preceding page, the latest service area boundaries for each campus of the California State University and Colleges – approved by the Board of Trustees in September 1970 – are designed so that the entire state may be served. However, systemwide extension and summer session program enrollments, summarized below the map, currently constitute only 2.5% of potential service area enrollments, based on adult population figures. When California State University and College enrollments are added to the Continuing Education enrollments of all private and public institutions in the state, the percent of potential maximum enrollment actually served, namely 18%, still falls short of the national average by 2%. This may be largely explained in terms of the geographic size of California and the size of single college service areas – several being in themselves larger than some states. Thus while Continuing Education programs are offered in a number of off-campus communities, travel times and distances tend to inhibit a maximization of potential statewide enrollments. In response to this geographical handicap, consortia of colleges in both the north and south of the state are exploring the possibilities of reaching new publics through instructional media and independent study, under provisions of the Title I grants summarized previously. The expansion of external degree programs may likewise result in reaching additional students who have not previously taken advantage of Continuing Education opportunities.

EXTENSION COURSE ENROLLMENTS IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES 1965-66 THROUGH 1970-71

Colleges	Year of Program Initiation	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71
Bakersfield	1970	–	–	–	–	–	2,578
Chico	1955	1,081	963	945	1,957	4,913	8,078
Dominguez Hills	1968	–	–	–	161	135	38
Fresno	1932	10,314	11,723	16,117	20,189	23,667	17,826
Fullerton	1960	492	608	969	1,217	1,121	1,047
Hayward	1959	1,612	2,899	4,291	6,464	10,235	10,290
Humboldt	1955	87	650	812	1,156	1,568	1,203
Long Beach	1970	–	–	–	–	–	1,152
Los Angeles	1952	4,333	3,507	4,037	3,962	4,442	8,647
Pomona	1969	–	–	–	–	139	870
Sacramento	1957	4,825	4,496	6,512	7,172	7,567	7,671
San Bernardino	1967	–	–	125	75	841	2,644
San Diego	1945	7,447	8,195	10,681	11,254	12,534	16,229
San Fernando Valley	1958	1,453	1,412	2,139	4,027	4,757	4,887
San Francisco	1947	11,130	13,279	9,754	9,509	10,116	7,990
San Jose	1952	10,205	10,325	12,636	12,479	13,597	13,594
San Luis Obispo	1970	–	–	–	–	–	509
Sonoma	1961	2,544	3,547	4,641	5,859	6,563	6,848
Stanislaus	1960	1,498	2,121	3,403	4,900	5,036	5,079
All Colleges		57,021	63,725	77,062	90,381	107,231	117,180
Number of Individuals Enrolled: All Colleges		39,786	43,758	50,768	56,680	69,226	77,251

Division of Institutional Research

ANNUAL FULL-TIME EQUIVALENT STUDENTS ENROLLED IN EXTENSION IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

1965-66 THROUGH 1970-71

Colleges	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71
Bakersfield	–	–	–	–	–	138
Chico	91	78	83	140	314	466
Dominguez Hills	–	–	–	9	–	3
Fresno	540	555	708	892	1,133	834
Fullerton	45	48	58	85	95	99
Hayward	99	188	278	394	597	615
Humboldt	7	49	49	100	83	81
Long Beach	–	–	–	–	–	100
Los Angeles	390	321	322	304	350	653
Pomona	–	–	–	–	–	76
Sacramento	303	274	374	451	524	537
San Bernardino	–	–	7	5	64	93
San Diego	577	626	793	903	970	1,149
San Fernando Valley	143	135	171	258	309	345
San Francisco	1,368	1,298	1,243	1,113	915	799
San Jose	758	719	833	953	1,000	941
San Luis Obispo	–	–	–	–	–	29
Sonoma	211	289	365	450	449	448
Stanislaus	171	138	208	334	268	291
All Colleges	4,703	4,718	5,492	6,391	7,071	7,697

Division of Institutional Research

Appendices

APPENDIX A

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
Division of Academic Planning
5670 Wilshire Boulevard
Los Angeles, California 90036

PROCEDURE FOR SECURING APPROVAL OF NEW OPTIONS, CONCENTRATIONS, SPECIAL EMPHASES, MINORS

New options, concentrations, special emphases, and minors are subject to review and approval by the Chancellor's Office. An *option*, a *concentration*, and a *special emphasis* are all defined as an aggregate of courses designed to give a student specialized knowledge, competence, or skill, usually within a degree major. A *minor* is a formal aggregate of courses in a designated subject area distinct from and outside the student's degree major, consisting of 12 or more semester units, of which at least six must be upper-division (Section 40500(c) of Title 5).

The information required for implementing an option, concentration, special emphasis, or minor is less detailed than for a full degree program. In submitting requests for approval of an option, concentration, special emphasis, or minor, the college should provide:

1. Name of the California State University or College submitting the request and the full and exact title of the proposed aggregate of courses (and indication as to whether it is an option, concentration, special emphasis or minor).
2. Full and exact title of the degree program under which the aggregate of courses will be offered, where applicable.
3. Options, concentrations or special emphases already existing under the degree program for which the new aggregate of courses is proposed.
4. Department(s) to offer the aggregate of courses.
5. Purpose of the proposed aggregate of courses.
6. Need for the proposed aggregate of courses.
7. List of the courses, by catalog number, title, and units of credit, as well as total units to be required under the proposed aggregate of courses.
8. List of courses, by catalog number, title, and units of credit, as well as total units to be required for the major in which the proposed aggregate of courses is to be included.
9. Additional courses, not now offered, to be developed for the proposed aggregate of courses.
10. List of all present faculty members, with rank, highest degree earned, and professional experience, who would teach in the proposed aggregate of courses.
11. Additional instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses. (List all resources needed for the first five years beyond those currently projected, including specific resource, cost, and source of funding.)

Six copies of the above should be prepared and sent to the Deputy State College Dean for Instructional Programs in the Division of Academic Planning in the Office of the Chancellor between the dates of October 1, and April 30.

MAY 1970
(REVISED)

APPENDIX B

PROCEDURES FOR SUBMITTING DEGREE PROPOSALS*

A college, in accordance with its approved academic master plan, submits detailed proposals for new degree programs to the Division of Academic Planning for review and approval between the dates of October 1 through April 30 of the year preceding projected implementation. The proposal follows a specified format and six copies should be prepared and sent to the Deputy State College Dean for Instructional Programs in the Division of Academic Planning.

1. Approval of any degree program is subject to assurances that financial support, qualified faculty, physical facilities and library holdings sufficient to establish and maintain the program will be available.

2. The principle shall be maintained that a college should not necessarily be "all things to all men," and differentiation of function and program will be a characteristic of the system.

3. Each college shall review its program in line with the declared policy of the Board to encourage broadly-based degrees of high academic quality and to avoid unnecessary proliferation.

4. Each newly established college shall continuously reevaluate its academic master plan and report no less than annually to the Board of Trustees on the development and implementation of the plan.

5. Each college is encouraged, in cooperation with the Office of the Chancellor, to seek accreditation of appropriate instructional programs by national professional accrediting agencies.

BACHELOR'S DEGREES

Information in the following sequence is required:

1. **Definition of the Proposed Degree Program**

    a. Name of the California State University or College submitting the request, the full and exact designation (Degree terminology) for the proposed degree program, and year of intended implementation.

    b. Name of the department, departments, division or other unit of the college which would offer the proposed degree program.

    c. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program.

    d. Objectives of the proposed degree program.

    e. List of all courses, by catalog number, title, and units of credit, to be required for a major under the proposed degree program.

    f. List of elective courses, by catalog number, title, and the number of units of credit, which can be accepted under the proposed degree program.

    g. Explanation of special characteristics of the proposed degree program, *e.g.,* in terminology, units of credit required, types of course work, etc.

    h. Prerequisites and criteria for admission of students to the proposed degree program, and for their continuation in it.

---

*Revised May, 1970. Supersedes all previous degree approval procedures.

2. **Need for the Proposed Degree Program**

   a. List of other institutions in the California State University and Colleges currently offering or projecting the proposed degree program.

   b. List of neighboring institutions, public and private, currently offering the proposed degree program. Differences, if any, from these programs.

   c. Relation of the proposed degree program to the projected curricular development, respectively, of the department, division and/or school, and college.

   d. List of other degree programs currently offered by the college which are closely related to the proposed program.

   e. Enrollment figures during the past two years in specified courses or programs closely related to the proposed degree program.

   f. Results of a formal survey indicating demand, in the geographical area served, for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed degree program.

   g. For graduate programs, the undergraduate FTE count and bachelor degree production over the preceding two years for the corresponding baccalaureate programs.

   h. Professional uses of the proposed degree program.

   i. Provisions for meeting accreditation requirements, if applicable.

3. **Resources for the Proposed Degree Program**

   a. List of courses not now offered, by catalog number, title, and units of credit, needed to initiate the proposed degree program.

   b. List of additional courses not now offered, by catalog number, title, and units of credit, needed during the first two years after approval of the proposed degree program, to make the program fully operative.

   c. Existing library resources to support the program (specified by subject areas, volume count, periodical holdings, etc.); additional resources needed; commitment of the college to secure these additional resources.

   d. List of all present faculty members, with rank, highest degree earned and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed degree program.

   e. Number and specific types of additional faculty and staff support positions needed to initiate the proposed degree program and to sustain it for the first five years.

   f. Additional instructional materials and equipment needed in support of the proposed degree program, itemized with total cost estimates as projected for the first five years of operation of the program; *include source of funding for needed equipment.*

   g. Existing space and facilities that would be used in support of the proposed program. (Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.)

   h. Additional space and facilities required to initiate and/or sustain the program. *Indicate source and type of space required.* (State campuswide priority of the facility, capital outlay program priority, projected date of occupancy, and assignable square feet, by type of space, to be utlized by the department(s) concerned.)

   i. Please complete the Resource Analysis chart (attached).

MASTER'S DEGREES

The instructions and format authorized for the Bachelor's degree are to be followed in presenting proposed Master's degrees for review by the Chancellor's Office. In addition, the following principles apply:

1. Master's degree programs (in standard academic disciplines) should be preceded by the appropriate undergraduate degree program or a related area and ordinarily should not be introduced until the college has had at least three years' experience with the undergraduate degree program.

2. In areas of low enrollment and high cost, Master's programs can best be developed on a step-by-step basis through offering courses first, and then options within a broader program area.

3. A minimum of five full-time (tenured) faculty members with the terminal professional degree (ordinarily the Ph.D.) should be on the departmental staff.

4. The number and location of Master's degrees in all disciplines is subject to systemwide determination.

ANALYSIS OF RESOURCE NEED

	Dept. FTE and FP: Current and Projected without New Degree Program FTE (Lec, Lab) FP	Dept. FTE and FP: Projected with New Degree Program FTE (Lec, Lab) FP	Number of Students Expected to Complete Proposed Degree Program	Additional ASF Needed to Initiate and Sustain Projected Program
Current Year	LD ____ ____ UD ____ ____ G ____ ____ T ____ ____ ____	n/a	n/a	n/a
Year of Initiation Year ______	LD ____ ____ UD ____ ____ G ____ ____ T ____ ____ ____	LD ____ ____ UD ____ ____ G ____ ____ T ____ ____ ____	________ Students	Lec ________ ASF Lab ________ ASF Total ________ ASF
1 Year After Initiation	LD ____ ____ UD ____ ____ G ____ ____ T ____ ____ ____	LD ____ ____ UD ____ ____ G ____ ____ T ____ ____ ____	________ Students	Lec ________ ASF Lab ________ ASF Total ________ ASF
3 Years After Initiation	LD ____ ____ UD ____ ____ G ____ ____ T ____ ____ ____	LD ____ ____ UD ____ ____ G ____ ____ T ____ ____ ____	________ Students	Lec ________ ASF Lab ________ ASF Total ________ ASF
5 Years After Initiation	LD ____ ____ UD ____ ____ G ____ ____ T ____ ____ ____	LD ____ ____ UD ____ ____ G ____ ____ T ____ ____ ____	________ Students	Lec ________ ASF Lab ________ ASF Total ________ ASF

FTE: Based on 15 student credit hours
FP: Full time faculty positions
ASF: Assignable square feet

Degree Proposal
Sec. 3i 5/70

APPENDIX C

ORGANIZATION AND PROCEDURES FOR THE JOINT DOCTORAL PROGRAM

September 1963

I. There shall be a Joint Graduate Board, the organization of which shall be as follows:

   A. Membership

      1. Five members and one alternate shall be appointed by the President of the University of California, and five members and one alternate shall be appointed by the Chancellor of the California State Colleges.

      2. The alternate members will receive the agenda and attend all meetings, but will have voting privileges only as they may be substituting for one of the regular members. The alternates will serve as recording secretaries as the meetings are held on their respective campuses.

   B. Chairman

      1. The President of the University and the Chancellor of the State Colleges will each appoint a co-chairman from the membership of the Board.

      2. The chairmanship will alternate between the University and the State Colleges, a University member serving as chairman when a meeting is arranged by the University, a State College member as chairman when a meeting is arranged by the State Colleges.

   C. Meetings

      1. Meetings will normally alternate between a campus of the University and a State College.

      2. Time and date for scheduled meetings will be established at each meeting. Special meetings may be called as necessary by joint action of the co-chairmen.

   D. Agenda and Minutes

      1. The agenda for each meeting will be developed by the co-chairmen and will be distributed at least a week in advance of the meeting.

      2. The minutes will be a record of motions, proposals, basic issues, problems and pertinent discussion, not a verbatim report. Actions and agreements shall be clearly identified.

   E. Voting

      1. At least 8 affirmative votes will be necessary to carry a motion for action.

II. Duties and Responsibilities of Joint Graduate Board shall be

   A. To recommend policies, agreements and procedures to the President of the University and the Chancellor of the State Colleges.

   B. To review and evaluate policies, agreements and procedures of the Joint Graduate Board, and programs in operation.

C. To review, aid in the development of, and approve arrangements and agreement on programs referred to it for study.

D. To recommend to appropriate authorities those programs which should be approved, established, or discontinued.

E. To request such information from the University and the State Colleges as the Joint Graduate Board considers necessary to the performance of its functions.

III. Procedure for Developing and Handling Proposals for Joint Doctoral Programs. The sequence of steps shall be as follows:

A. Expression of interest in and rationale for a joint doctoral program by a given unit (department, division, inter-disciplinary group) to the appropriate local authorities.

B. Evaluation of qualifications of the interested unit, as well as the desirability and appropriateness of the proposal, by authorities within the system of which it is a part.

C. Request to the President of the University or to the Chancellor of the State Colleges, through appropriate channels, for permission to negotiate an agreement for a joint doctoral program.

D. If permission is granted, background information shall be prepared under the direction of the Chancellor of the University campus and the President of the State College concerned, and shall include for each cooperating unit statements regarding

1. Academic staff: degrees, honors, professional and other relevant experience, publications, and other matters pertinent to judging their qualifications to guide advanced graduate work.

2. Academic unit: experience with graduate study, degrees offered, number of degrees awarded, years in which each graduate degree program was authorized.

3. Instructional and research facilities: description of facilities available to accommodate joint doctoral candidates.

E. Cooperating units will exchange background information, which will also be reviewed by graduate authorities. Each cooperating unit will be called upon to certify as to

1. The adequacy of the two units together to establish and participate in the joint doctoral program, taking into account the degree of complementarity in staffs and other resources.

2. The availability of time, on the part of their own staff, to participate in a joint doctoral program.

F. A formal proposal, including all materials under D and E above, and including a statement of the requirements for the joint degree, shall be prepared by an *ad hoc* joint committee of the cooperating unit and shall be forwarded, through channels, to the President of the University and to the Chancellor of the State Colleges, who, if they deem it worthy of further consideration, shall refer it to the Joint Graduate Board for action.

G. After review by the Joint Graduate Board, the proposal shall be returned with its recommendation to the President of the University and the Chancellor of the State Colleges for appropriate action.

IV. Admission and Guidance of Students Under the Joint Doctoral Program.

A. The qualifications of applicants for admission will be reviewed and approved by appropriate graduate authorities from the cooperating institutions. Admission and guidance of students under the joint doctoral program shall be consonant with procedures already practiced by University units administering a doctoral degree in the field concerned. Specific entrance regulations may be established for each separate joint doctoral program.

1. In order to be considered for the joint doctoral program, a student must have been admitted to graduate status in both the University campus and the State College concerned.

2. A student who declares his intention to enter the joint doctoral program shall be reviewed by the faculty advisers especially appointed for the joint doctoral program of the units concerned. These advisers shall make recommendations to the appropriate graduate authorities concerning the acceptability of the applicant.

3. Upon declaration of his intention, an applicant for the joint doctoral program shall be placed under the guidance of the faculty advisers of the University and the State College units concerned, who will guide him cooperatively in his course of study.

B. Entry into the joint doctoral program occurs when the student is accepted by the appropriate graduate authorities of each cooperating unit as qualified to pursue a program of study for the doctorate.

C. After entering the joint doctoral program each student shall complete the equivalent of one year of residence at each of the cooperating institutions. These two years of residence cannot be acquired simultaneously within one academic year. In fulfilling this residence requirement the student shall complete the equivalent of a one-year full-time resident program in each institution. The definition of residence shall be in accord with the rules and regulations governing the University campus and the State College campus, respectively.

D. An advisory committee shall be appointed for each student admitted to a joint doctoral program.

1. It shall be composed of an appropriate number of University and State College faculty members, chosen according to the usual internal processes.

2. The committee will develop an educational program with the student which will fulfill the requirements for the degree, subject to the approval of the graduate authorities on the cooperating campuses. The sequence of residence study at the cooperating institutions shall be determined by the student's faculty advisers with regard to the objectives of the student and the resources of the respective institutions.

3. The committee will conduct the qualifying examinations.

E. A thesis committee, which may or may not have the same membership as the advisory committee, shall be appointed to supervise the candidate's research and dissertation and to conduct the final examination, if any. It shall be under the direction of a chairman who will be appointed on the recommendation of the members of the committee.

F. Copies of the dissertation shall be deposited in accordance with the rules of the cooperating institutions.

G. If a student fails to make satisfactory progress, he may be disqualified by the joint action of the appropriate authorities of the cooperating institutions.

H. The degree shall be awarded jointly by the Regents and the Trustees, in the names of both the cooperating institutions.

V. Governing Principles of the Joint Doctoral Programs.

A. Each degree program shall be planned and developed jointly by faculty members from both cooperating institutions.

B. General administration and supervision of an established program shall be under the direction of appropriate graduate authorities in the cooperating institutions.

C. The procedures and policies of the joint doctoral programs shall be compatible with those of the cooperating institutions.

D. Nothing in any agreement shall be construed as altering the delegation of responsibilities by governing boards to faculties within either segment.

THE CALIFORNIA STATE COLLEGES
Office of the Chancellor
Division of Academic Planning

JOINT DOCTORAL PROPOSALS

General

The Donahoe Higher Education Act authorizes the awarding of doctoral degrees jointly by the University and the State Colleges. By agreement between the segments, a Joint Graduate Board has been established with specific membership and authority. Among other assigned tasks, the Board receives and evaluates proposals for joint doctoral programs in any field except law, medicine, dentistry, and veterinary medicine, and recommends to appropriate authorities those programs which it deems worthy of establishment. State College facilities used will be those in support of existing Master's degree programs; duplication of specialized facilities in the State Colleges cannot be made solely for the sake of the joint doctoral program.

Procedure for Submitting Proposals

In submitting a proposal for a joint doctoral program, the colleges follow these procedures:

1. Development of the rationale for a joint doctoral program with appropriate College or University authorities.

2. Evaluation of the proposal by College/University authorities.

3. Preparation of background information, under the direction of the Chancellor of the University campus and the President of the cooperating State College. This should include:

    a. Academic staff: Degrees, honors, professional and other relevant experience, publications and other matters pertinent to judging their qualifications to guide advanced graduate work.

    b. Academic unit: Experience with graduate study, degrees offered, number of degrees awarded, year in which each graduate degree program was authorized.

    c. Instructional and research facilities: Description of facilities available to accommodate joint doctoral candidates.

4. Request to the President of the University or the Chancellor of the State Colleges, through appropriate channels, for permission to negotiate an agreement for a joint doctoral program.

5. Review by graduate authorities and certification of:

    a. Adequacy of the two units to establish and participate in a joint doctoral program.

    b. Availability of staff.

6. Preparation of a formal proposal, including all materials under 3 and 5 above and a statement of the requirements for the joint degree, by an ad hoc joint committee of the two cooperating units. This proposal is to be submitted through local University/College administrative channels to the President of the University and the Chancellor of the State Colleges, who, if approving it, will refer it to the Joint Graduate Board for action.

7. Review by the Joint Graduate Board and return of proposal, with Board recommendations, to the President of the University and the Chancellor of the State Colleges.

APPENDIX D

COORDINATING COUNCIL FOR HIGHER EDUCATION: THE COUNCIL'S ROLE IN THE REVIEW OF ACADEMIC PLANS AND PROGRAMS

Adopted March 2, 1971

WHEREAS, The Donahoe Education Act charges the Council with the responsibility to develop plans for the orderly growth of public higher education in California and the making of recommendations on the need for, and location of, new facilities and programs; now therefore be it

RESOLVED, That the Coordinating Council for Higher Education hereby adopts the attached document, "The Council's Roles in the Review of Academic Plans and Programs," (Revised March 2, 1971) which defines the roles of the three segments of public higher education and the Council in academic planning, and be it further

RESOLVED, That this document supersedes all former Council documents on review of academic plans and programs of the segments, and be it further

RESOLVED, That the Council advise the governing boards of each of the three segments of this action.

GUIDING PRINCIPLES

I. The Coordinating Council has the responsibility to develop plans for the orderly growth of public higher education in California. Therefore, the Council is appropriately concerned that the academic plans and programs of the public segments reflect the broad interests of the State.

At the same time, assessment of academic plans and programs in terms of these broad public interests must take into account the legitimate aspirations of the segments for excellence and individuality within their respective functions.

II. These broad public interests, as they relate to public higher education, suggest the need for:

A. Programs necessary to the higher education of all eligible resident students;

B. Public service programs for the people of the State;

C. Programs and activities that advance the boundaries of knowledge;

D. Programs that reflect the special social, geographic, and economic characteristics of California;

E. Prudent use of public funds.

III. The Council, through its staff, periodically will review proposed and existing academic plans and programs to ensure that they represent sufficiently the broad interests of the State.

OPERATING PRINCIPLES

I. Definition of Terms

A. **Academic Plan**

An academic plan is a description, developed by the chief executive officer of a segment, of the academic programs proposed for initiation or discontinuance by the segment by campus, including a statement of priorities and timetables for all programs.

In general, academic plans are made for five-year periods, and revised annually.

B. **Academic Program**

An academic program is:

1. A series of courses arranged in a scope and sequence leading to a degree or certificate;
2. A school or college within a segment;
3. A research institute or center.

C. **Core Programs**

Core programs are those academic programs at each campus or college which segmental and Council staff agree in advance do not require review by the Council prior to their establishment. The staffs will review core programs every four years. [See Appendix E]

A list of core programs by level of degree for each segment will be maintained in the Office of the Director. All programs leading to the doctorate shall lie outside the core.

D. **Segmental staff** refers to the designated representatives of the chief executive officers of the segments.

E. **Council staff** refers to the designated representatives of the Director of the Council.

II. Selection of Academic Plans and Academic Programs for Council Review.

A. Segmental academic plans will be reviewed annually.

B. Selected existing academic programs will be reviewed from time to time as necessary by the Council staff. Feasible procedures and criteria for review of such programs will be established by the Council in consultation with segmental staffs.

C. Proprosed new academic programs* – exclusive of core programs – will be presented by a segment for review by the Council only when a proposal falls under one of the following categories:

1. A proposal for a new school or college which is not a proposal for administrative reorganization within existing resources.
2. A proposal for an academic program leading to a graduate degree or undergraduate degree, associate degree or certificate, which:
   a. Has not appeared in an academic plan for the previous two years, or which has appeared in the last two previous academic plans and has been the subject of inquiry by the Council staff.
   b. Calls for additional staff, equipment, or funds in any of the first five years.
3. A proposal for an academic program that is a new research institute or center which:
   a. Has not appeared in an academic plan for the previous two years, or which has appeared in the last two previous academic plans and has been the subject of inquiry by the Council staff, and

---

*A major significant change in an existing program will be construed to be a new program.

   b. Would involve funding from State sources in excess of $50,000 per year in any of the first five years.

III. Staff Relationships

A. General

1. In order to facilitate segmental planning and statewide coordination, the chief executive officers of the segments will inform each other and the Director of the Council when a new program that does not require Council review is initiated, or when any program is to be discontinued.

2. Informal discussions between the Council staff and segmental staff will go forward on any issue of interest to either party. Issues which emerge in the course of these discussions will, whenever possible, be resolved by the respective staffs.

   The staffs will mutually review Council staff findings and conclusions concerning academic programs in advance of the submission of a report on the subject to the Council. The staffs of the segments shall make available to the Council staff such information as may be required and is readily available.

   Further, as occasion demands, the Council staff and the staffs of the segments will confer in the course of the development of academic plans.

3. The academic plans of the segments will reflect both orderly growth within the segment and the broad interests of the State. However, in the course of formal review of these plans, of new programs proposed by the segments, and of existing academic programs, Council staff may suggest additional attention to the broad interests of the State.

4. The Council staff will be informed early in the planning process of each segment so that it will be in a position to:

   a. Advise the segments of potential overlapping of proposed programs;

   b. Suggest, where appropriate, cooperative programs involving two or more segments;

   c. Suggest to segmental staff such discussions as might be fruitful; and

   d. Identify and comment on unmet needs of higher education in the State.

B. Agreements between segmental and Council staffs are to be reached on the following details:

1. Information to be provided in a segmental academic plan.

2. Information to be provided in examining existing academic programs.

3. Information to be provided in a proposal for a new program.

4. Sources of information.

5. Procedures for securing information.

6. Schedule of:

    a. Annual review of academic plans.

    b. Examination of selected existing programs.

    c. Consideration of proposals for new programs.

7. Procedures consistent with III-A-4 above for early involvement at the statewide level of Council staff in the development of segmental academic plans.

8. Procedures to be followed during the transition from present Council practices in program review to procedures resulting from this document.

IV. Council Actions

A. Whenever, in the judgment of segmental and Council staff, an issue arises in the review of academic plans or academic programs of sufficient importance to warrant Council action, the Council will receive through its staff for review as appropriate:

1. Formal proposals for new academic programs, or for discontinuance of academic programs.

2. Academic plans.

3. Existing academic programs.

B. In each instance, the material presented to the Council will include segmental analyses and comments, Council staff comments and recommended Council actions.

APPENDIX E

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
LIST OF CORE PROGRAMS*

Area Studies

- Asian Studies, General
- East Asian Studies
- South Asian (India, etc.,) Studies
- Southeast Asian Studies
- African Studies
- Islamic Studies
- Russian and Slavic Studies
- Latin American Studies
- Middle Eastern Studies
- European Studies, General
- Eastern European Studies
- West European Studies
- American Studies
- Pacific Area Studies

Biological Sciences

- Biology, General
- Botany, General
- Bacteriology
- Plant Physiology, Human and Animal
- Microbiology
- Anatomy
- Histology
- Biochemistry
- Biophysics
- Molecular Biology
- Cell Biology (Cytology, Cell Physiology)
- Biometrics and Biostatistics
- Ecology
- Entomology
- Genetics
- Toxicology
- Embryology

Business and Management

- Business and Commerce, General
- Accounting
- Business Statistics
- Banking and Finance
- Investments and Securities
- Business Management and Administration

---

*Based on tentative staff agreement. Listings are derived from conventional subdivisions of knowledge and training as delineated in the Higher Education General Information Survey, U.S. Department of Health, Education and Welfare.

Business and Management (Cont.)

- Operations Research
- Marketing and Purchasing
- Transportation and Public Utilities
- Real Estate
- Insurance
- International Business
- Secretarial Studies (Baccalaureate and Higher Programs)
- Personnel Management
- Labor and Industrial Relations
- Business Economics

Communications

- Communications, General
- Advertising

Computer and Information Sciences

- Computer and Information Sciences, General
- Information Sciences and Systems
- Systems Analysis

Education

- Education, General
- Elementary Education, General
- Secondary Education, General
- Junior High School Education
- Higher Education, General
- Junior and Community College Education
- Adult and Continuing Education
- Special Education, General
- Education of the Culturally Disadvantaged
- Social Foundations (History and Philosophy of Education)
- Education Psychology (Include Learning Theory)
- Student Personnel (Counseling and Guidance)
- Educational Administration
- Educational Supervision
- Curriculum and Instruction
- Physical Education

Fine and Applied Arts

- Fine Arts, General
- Art (Painting, Drawing, Sculpture)
- Art History and Appreciation
- Music (Performing, Composition, Theory, Other than Conservatory Nature)
- Music (Liberal Arts Program)
- Music History and Appreciation (Musicology)

Foreign Languages

- French
- German
- Spanish
- Russian

Letters

- English, General
- Literature, English
- Comparative Literature
- Classics
- Linguistics (Include Phonetics, Semantics, and Philology)
- Speech, Debate, and Forensic Science (Rhetoric and Public Address)
- Creative Writing
- Philosophy

Mathematics

- Mathematics, General
- Statistics, Mathematical and Theoretical
- Applied Mathematics

Military Sciences

- Military Science (Army)
- Naval Science (Navy, Marines)
- Aerospace Science (Air Force)

Physical Sciences

- Physical Sciences, General
- Physics, General (Exclude Biophysics)
- Chemistry, General (Exclude Biochemistry)
- Inorganic Chemistry
- Organic Chemistry
- Physical Chemistry
- Analytical Chemistry
- Geology
- Geochemistry
- Geophysics
- Earth Sciences, General

Psychology

- Psychology, General
- Experimental Psychology (Animal and Human)
- Clinical Psychology
- Psychology for Counseling
- Social Psychology
- Psychometrics
- Statistics in Psychology
- Industrial Psychology
- Developmental Psychology
- Physiological Psychology

Public Affairs and Services

- Community Services, General
- Public Administration

Social Sciences

- Social Sciences, General
- Anthropology

Social Sciences (Cont.)

- Economics
- History
- Geography
- Political Science and Government
- Sociology
- International Relations
- Afro-American (Black Culture) Studies
- American Indian Cultural Studies
- Mexican-American Cultural Studies
- Urban Studies

Interdisciplinary Studies

Interdisciplinary studies comprised of courses from existing approved programs should not require Council review.

APPENDIX F

ACADEMIC ORGANIZATION OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

California State College, Bakersfield

- School of Behavioral Sciences (departmental)
- School of Humanities (departmental)
- School of Natural Sciences and Mathematics (departmental)
- Division of Business and Public Administration (nondepartmental)
- Division of Education (nondepartmental)

Chico State College

- School of Behavioral and Social Sciences (departmental)
- School of Humanities and Fine Arts (departmental)
- School of Natural Sciences (departmental)
- School of Agriculture (nondepartmental)
- School of Business (departmental)
- School of Education (departmental)
- Division of Engineering (nondepartmental)
- Division of Nursing (nondepartmental)
- School of Professional Studies (departmental)

California State College, Dominguez Hills

- School of Humanities and Fine Arts (departmental)
- School of Natural Sciences and Mathematics (departmental)
- School of Social and Behavioral Sciences (departmental)

Fresno State College

- School of Agricultural Sciences (departmental)
- School of Business (departmental)
- School of Education (departmental)
- School of Humanities (departmental)
- School of Natural Sciences (departmental)
- School of Professional Studies (departmental)
- School of Social Science (departmental)
- School of Social Work (departmental)
- Division of Engineering (nondepartmental)

California State College, Fullerton

- School of Arts (departmental)
- School of Business Administration and Economics (departmental)
- School of Education (departmental)
- School of Engineering (nondepartmental)
- School of Letters, Arts and Science (departmental)
- Division of Interdisciplinary and Special Studies (nondepartmental)

California State College, Hayward

- School of Arts, Letters and Social Science (departmental)
- School of Business and Economics (departmental)
- School of Education (departmental)
- School of Science (departmental)

Humboldt State College

School of Behavioral and Social Science (departmental)
School of Creative Arts and Humanities (departmental)
School of Business and Economics (departmental)
School of Natural Resources (departmental)
School of Science (departmental)
Division of Health and Physical Education (nondepartmental)

California State College, Long Beach

School of Applied Arts and Sciences (departmental)
School of Business Administration (departmental)
School of Education (departmental)
School of Fine Arts (departmental)
School of Letters and Science (departmental)
School of Engineering (departmental)

California State College, Los Angeles

School of Business and Economics (departmental)
School of Education (departmental)
School of Engineering (departmental)
School of Fine and Applied Arts (departmental)
School of Letters and Science (departmental)

California State Polytechnic College, Pomona

School of Agriculture (departmental)
School of Arts (departmental)
School of Business Administration (departmental)
School of Engineering (departmental)
School of Environmental Design (departmental)
School of Science (departmental)
Teacher Preparation Center (departmental)

Sacramento State College

School of Arts and Sciences (departmental)
School of Business Administration (departmental)
School of Education (departmental)
School of Engineering (departmental)
School of Social Work (nondepartmental)
Division of Health, Physical Education and Recreation (departmental)
Division of Nursing (nondepartmental)

California State College, San Bernardino

School of Humanities (departmental)
School of Natural Sciences (departmental)
School of Social Sciences (departmental)
School of Education (nondepartmental)

San Diego State College

College of Arts and Letters (departmental)
College of Sciences (departmental)
College of Professional Studies (departmental)

San Diego State College (Continued)

School of Business Administration (departmental)
School of Education (departmental)
School of Engineering (departmental)
School of Social Work (nondepartmental)
Imperial Valley Campus (nondepartmental)

San Fernando Valley State College

School of Business Administration and Economics (departmental)
School of Education (departmental)
School of Engineering (departmental)
School of Fine Arts and Professional Studies (departmental)
School of Letters and Science (departmental)

San Francisco State College

School of Behavioral and Social Sciences (departmental)
School of Business (departmental)
School of Creative Arts (departmental)
School of Education (departmental)
School of Ethnic Studies (departmental)
School of Humanities (departmental)
School of Natural Sciences (departmental)
Division of Health, Physical Education and Recreation (departmental)

San Jose State College

School of Applied Sciences and Arts (departmental)
School of Business (departmental)
School of Education (departmental)
School of Engineering (departmental)
School of Humanities and Arts (departmental)
School of Natural Sciences and Mathematics (departmental)
New College (nondepartmental)

California State Polytechnic College, San Luis Obispo

School of Agriculture and Natural Resources (departmental)
School of Architecture and Environmental Design (nondepartmental)
School of Business and Social Sciences
School of Communicative Arts and Humanities
School of Engineering and Technology
School of Human Development and Education
School of Science and Mathematics

Sonoma State College

Division of American Ethnic Studies (departmental)
Division of Humanities (departmental)
Division of Natural Sciences (departmental)
Division of Psychology and Education (departmental)
Division of Social Sciences (departmental)
School of Expressive Arts (nondepartmental)
Robert Hutchins School of Liberal Studies (nondepartmental)

Stanislaus State College

- School of Arts and Humanities (departmental)
- School of Behavioral and Social Sciences (departmental)
- School of Natural Sciences (departmental)
- School of Professional Studies (departmental)

APPENDIX G

CALIFORNIA STATE UNIVERSITY AND COLLEGES INDEX OF HEGIS CODES FOR DISCIPLINES, MAJORS AND MINORS, INCLUDING FIFTH DIGIT ASSIGNMENT

	HEGIS
Accounting	05021
Administration and Supervision (Educational)	08271
Advanced Studies	08991
Advertising	06041
Aeronautical Engineering	09021
Aeronautics	09021
Aeronautics-Maintenance	09021
Aeronautics-Operations	09022
Aerospace Engineering	09021
Aerospace Studies	18031
African Studies	03051
Afro-American Studies	22111
Agricultural Biology	01991
Agricultural Business	01121
Agricultural Business Management	01121
Agricultural Economics	01111
Agricultural Education	01012
Agricultural Engineering	09031
Agricultural Inspection and Services	01102
Agricultural Management	01121
Agricultural Mechanics	01161
Agricultural Science	01011
Agriculture	01011
Agronomy	01021
Air Science	18031
All College Honors	49992
American Business and Economic Systems	05013
American Studies	03131
Anatomy	04121
Anatomy and Physiology	04121
Animal Husbandry	01041
Animal Science	01041
Anthropology	22021
Applied Mathematics	17031
Applied Mechanics	09211
Applied Statistics	17021
Arabic	11121
Archeology	22031
Architectural Engineering	09041
Architecture	02021
Armenian	11991
Art	10021
Art History	10031
Art (Painting, Drawing, Sculpture)	10021
Asian-African Studies	03011

	HEGIS
Asian-American Studies	22991
Asian Culture	03011
Asian Studies	03011
Astronomy	19111
Athletics	08354
Audiology	12201
Audio-Visual	08092
Bacteriology	04031
Behavioral Science	20991
Biochemistry	04141
Biological Science	04011
Biology	04011
Biology and Mathematics	49996
Biophysics	04151
Black Studies	22111
Botany	04021
Broadcast Communications Arts	06051
Business	05011
Business Administration	05011
Business Economics	05171
Business Education	05012
Business Information Systems	07021
Business, Special Interest	05993
Business Statistics	05031
Ceramics, Metals, Textiles	10091
Chemical Engineering	09061
Chemical Physics	19081
Chemistry	19051
Child Development	08231
Chinese	11071
Chinese Studies	03021
Cinematography	10101
City Planning	02061
City and Regional Planning	02061
Civil Engineering	09081
Classics	15041
Clinical Laboratory Technology	12231
Clinical Science	12231
Communication Pathology	12201
Communications	06011
Communications Arts	06011
Communicative Disorders	12201
Community Health	12141
Community Service	21011
Comparative Literature	15031
Composition	15011
Computer Engineering	09094
Computer Science	07011
Conservation	49021

	HEGIS
Construction Engineering	09082
Corrections	21052
Counseling	08261
Counseling and Guidance	08261
Counseling-Pupil Personnel	08261
Creative Arts	10011
Creative Writing	15071
Criminal Justice Administration (Law Enforcement)	21051
Criminal Justice-Security	21053
Criminalistics	19991
Criminology	22091
Crops Science	01021
Curriculum and Instruction	08291
Cybernetic Systems	07051
Dairy	01051
Dairy Husbandry	01051
Dairy Industry	01051
Dairy Science	01051
Dance	10081
Data Processing	05991
Deaf Education	08121
Design and Industry	08391
Design Theory	10091
Dietetics	13061
Drama	10071
Dramatic Arts	10071
Early Childhood Education	08231
Earth Science	19171
East Asian Studies	03021
Ecology	04201
Economics	22041
Education	08011
Education Administration	08271
Education of Exceptional Children	08181
Education, Special Interest	08993
Education Technology	08992
Educational Foundations	08211
Educational Psychology	08221
Educational Research	08241
Educational Supervision	08281
Educational Theory	08211
Electrical and Electronic Engineering	09093
Electrical Engineering	09091
Electronic Engineering	09092
Elementary Administration and Supervision	08271
Elementary Curriculum	08021
Elementary Curriculum and Instruction	08021
Elementary Education	08021
Elementary School Curriculum and Materials	08021

	HEGIS
Employee Relations	05151
Engineering	09011
Engineering Materials	09151
Engineering Mechanics	09211
Engineering Science	09011
Engineering Technology	09251
English	15011
English as a Foreign Language	15081
English Literature	15021
Enology	01081
Entomology	04211
Environmental Design	02011
Environmental Engineering	09221
Environmental Health Science	12141
Environmental Resources	01151
Environmental Resources Engineering	09222
Environmental Studies	49011
Ethnic Studies	22991
Euro-American Studies	22991
European Studies	03101
Experimental College	
Expressive Arts	10011
Farm Management	01101
Field Crops	01021
Film	10101
Finance	05041
Finance and Property Management	05111
Finance, Insurance, and Real Estate	05111
Fine Arts	10011
Fisheries	01071
Food Industries	01131
Food Processes	01131
Food Science	01131
Foods and Nutrition	13061
Foreign Languages	11011
Forestry	01141
French	11021
Fruit Industries	01081
Fruit Science	01081
General Elementary Teaching	08021
General Studies	49013
Genetics	04221
Geography	22061
Geology	19141
German	11031
Government	22071
Government-Journalism	49033
Graphic Communications	08392
Graphic Design	10091

	HEGIS
Greek	11101
Health	12011
Health and Hygiene	12011
Health and Safety Education (paramedical)	12011
Health and Safety Education (credential or Education)	08371
Health and Safety Studies	12011
Health Education (paramedical)	12011
Health Education (credential or Education)	08371
Health Science	12011
Hebrew	11111
Higher Education	08051
Hindi	11131
History	22051
History of Western Culture	22051
Home Economics	13011
Horticulture	01081
Humanities	15991
India Studies	03031
Industrial Administration (in Business)	05063
Industrial Administration (in Engineering)	09132
Industrial Arts	08393
Industrial Design	08391
Industrial Education	08396
Industrial Engineering	09131
Industrial and Systems Engineering	09131
Industrial Management (in Engineering)	09132
Industrial Relations	05161
Industrial Technology	08394
Information Sciences	07021
Information Systems	07021
Institutional Management	05994
Instructional Media	08992
Instructional Technology	08992
Insurance	05121
Interdisciplinary Science	49021
Interior Design	02031
International Affairs	22101
International Agriculture	01013
International Business	05131
International Relations	22101
International Studies, on campus	
Investment	05051
Italian	11041
Japanese	11081
Jewish Studies	15993
Journalism	06021
Kindergarten-Primary Teaching	08231

	HEGIS
Labor Relations	05161
Landscape Architecture	02041
Language Arts	15012
La Raza Studies	22131
Latin	11091
Latin American Studies	03081
Law Enforcement and Administration	21051
Learning-Reading Disorders	08181
Liberal Studies	49012
Librarianship	16011
Library Education	16011
Library Science	16011
Life Science	04012
Linguistics	15051
Management	05061
Management Science	05061
Manpower Administration	05151
Manufacturing Processes	09991
Mariculture Engineering	09241
Marine Biology	04181
Marine Science	49022
Marketing	05091
Mass Communications	06011
Materials Science	09151
Mathematics	17011
Mathematics Education	17012
Mechanical Engineering	09101
Mechanized Agriculture	01161
Medical Technology	12231
Men's Physical Education and Recreation	08352
Mental Retardation (Education)	08101
Metal Processes Engineering	09141
Metallurgical Engineering	09141
Meteorology	19131
Mexican-American Studies	22131
Microbiology	04111
Military Science	18011
Moral Issues	49014
Municipal Engineering	09081
Music	10051
Music Composition	10041
Music Education	10052
Music (Performing)	10041
Native-American Studies	22121
Natural Resources	01151
Natural Resources Management	01151
Natural Science	49021
Nature Study	49021
New College	49997

	HEGIS
News Communications	06021
Norwegian	11141
Nursing	12031
Ocean Engineering	09241
Oceanography	19191
Occupational Therapy	12081
Office Administration	05062
Operations Research	05072
Oriental Studies	03021
Ornamental Horticulture	01091
Park Administration	21032
Pathology	04041
Personnel	05151
Personnel Management	05151
Philosophy	15091
Philosophy-Psychology	49032
Philosophy and Religion	15992
Photography	10111
Physical Education	08351
Physical Education (Coed)	08351
Physical Education (Men)	08352
Physical Education (Women)	08353
Physical Sciences	19011
Physical Therapy	12121
Physics	19021
Physiology	04101
Plant Protection	01191
Plant Science	01191
Police Science	21051
Police Science and Administration	21051
Political Science	22071
Pomology	01081
Portuguese	11991
Poultry Husbandry	01061
Poultry Industry	01061
Pre-Veterinary Science	01042
Printing Management	08392
Production and Operations Management	05064
Psychology	20011
Psychology-Speech	49995
Psychology-Statistics	20071
Psychometry	08261
Public Administration	21021
Public Health	12141
Public Relations	05992
Pupil Personnel	08261
Quantitative Methods	05071
Quantitative Studies	05071

	HEGIS
Quantitative Techniques and Applications	05071
Radiological Physics	12251
Radio-Television	06031
Radio-Television Broadcasting	06031
Range Management	01171
Reading	08301
Reading Instruction	08301
Reading Specialist	08301
Real Estate	05111
Real Estate and Insurance	05111
Real Estate Economics	05111
Recreation	21031
Recreation Administration	21031
Rehabilitation Counseling	12221
Religious Studies	15101
Risk and Insurance	05121
Russian	11061
Russian Area Studies	03071
Safety Education	08361
Sanitation Engineering	09221
Sanskrit	11991
School Administration	08271
School Administration and Supervision	08271
School Counseling	08261
School Psychology	08261
School Supervision	08281
Science-Business	49994
Science Education	49021
Secondary Administration and Supervision	08271
Secondary Curriculum	08031
Secondary Curriculum and Materials	08031
Secondary Curriculum and Instruction	08031
Secondary Education	08031
Secondary Teaching	08031
Secretarial Administration	05141
Secretarial Science	05141
Small College	49998
Social Foundations (Education)	08211
Social and Philosophical Foundations	08211
Social Science	22011
Social Services	21041
Social Welfare	21041
Social Work	21041
Sociology	22081
Soil Mechanics	09081
Soil Science	01031
Solid State Electronics	09092
Spanish	11051
Special and Rehabilitation Education	08081

	HEGIS
Special Education	08081
Special Major	49993
Speech	15061
Speech and Drama	10071
Speech Arts	15061
Speech Communication	15061
Speech Correction	08151
Speech Pathology	12201
Speech Pathology and Audiology	12201
Sports for Men	08352
Sports for Men and Women	08351
Sports for Women	08353
Statistics	17021
Structural Engineering	09084
Supervision (Educational)	08281
Supervision and Curriculum	08291
Supervision of Reading	08301
Surveying and Photogrammetry	09252
Swahili	11161
Teaching of the Educationally Handicapped	08181
Teaching Reading	08301
Theater Arts	10071
Thermodynamics	09101
Transportation	05101
Transportation Engineering	09083
Transportation Management	05101
Tutorials	49013
Twentieth Century Thought and Expression	49031
Urban and Regional Planning	02061
Urban Education	08131
Urban Planning	02061
Urban Studies	22141
Vegetable Crops	01081
Vegetable Science	01081
Veterinary Science	01042
Viticulture	01131
Vocational Education	08395
Water Resources Engineering	09085
Watershed Management	01152
Welding Engineering	09251
Wildlife Management	01072
World Business	05131
Women's Physical Education	08353
Women's Studies	49991
Zoology	04071